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ABSTRACT

This report describes the methods and procedures used for the field test of the Beginning Postsecondary Students Longitudinal Study First Followup 1996-98 (BPS:96/98). Students in this survey were first interviewed during 1995 as part of the National Postsecondary Student Aid Study 1996 field test. The BPS:96/98 full-scale student sample includes students who started their postsecondary education during the 1995-96 academic year. Evaluation of procedures used in the field test has led to refinements that benefit the full-scale study. The introductory chapter describes the study and the unique purposes of the field test. Chapter 2 reviews the study design and methodology for the field test. Chapter 3 presents overall outcomes of data collection and the special procedures implemented during the field test. Chapter 4 examines issues related to the quality of the data collected. The major recommendations for changes in the design of the full-scale study are included by topic in chapters 3 and 4, and summarized at the end of chapter 4. Materials used in the field test, including 5 facsimile interviews are provided as five appendixes to the report. (Contains 2 figures and 17 tables.) (SLD)

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First Follow-up (BPS:96/98)
Field Test Report

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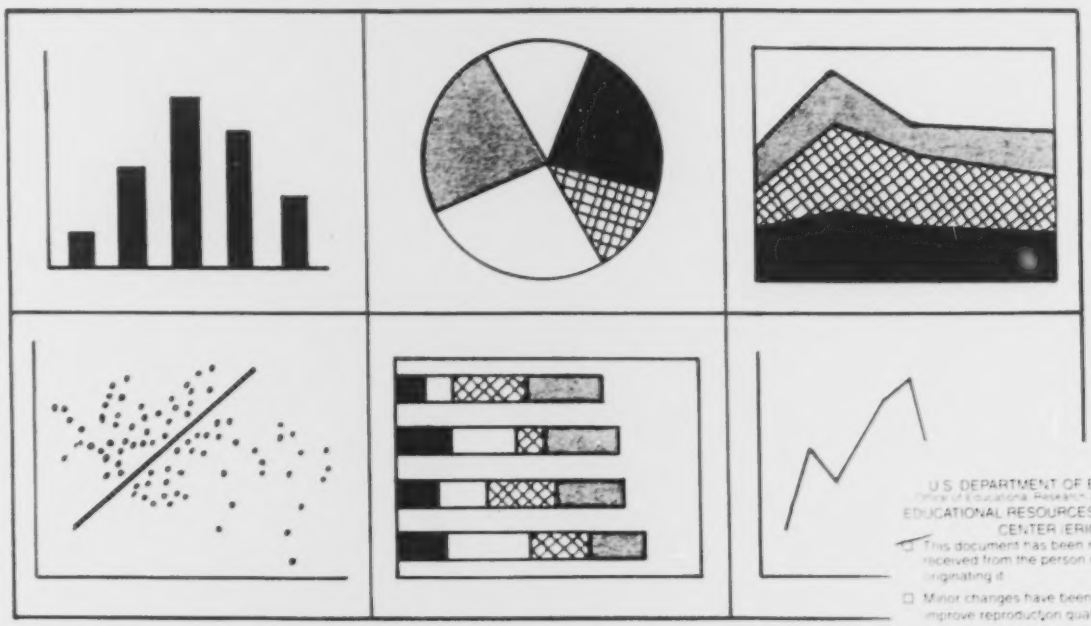

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Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96/98) Field Test Report

Working Paper No. 98-11

August 1998

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August 1998

Foreword

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First Follow-up (BPS:96/98)
Field Test Report

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National Center for Education Statistics

August 1998

PREFACE

This report describes the methods and procedures used for the field test of the Beginning Postsecondary Students Longitudinal Study First Follow-up 1996-98 (BPS:96/98). These students, who started their postsecondary education during the 1994-1995 academic year, were first interviewed during 1995 as part of the National Postsecondary Student Aid Study 1996 (NPSAS:96) field test. The BPS:96/98 full-scale student sample includes students who started their postsecondary education during the 1995-1996 academic year. The BPS:96/98 study is the first follow-up of this cohort.

BPS:96/98, the second cohort of beginning postsecondary students, included important changes from the previous BPS surveys (conducted in 1992 and 1994). The instrument was considerably refined to reduce respondent burden while still collecting key information such as postsecondary enrollment. It was the first BPS study to include a field interviewing component. Furthermore, it was designed to allow comparative analyses with the first BPS cohort.

Evaluation of the procedures used in the field test has led to refinements that benefit the full-scale study implementation. We hope that the information provided in this report and the full-scale methodology report will be useful to a wide range of interested readers and that the results reported in the forthcoming full-scale descriptive summary report will encourage others to use the BPS:96/98 data. We welcome recommendations for improving the format, content, and approach, so that future methodology reports will be more informative and useful.

ACKNOWLEDGMENTS

The authors gratefully acknowledge the assistance of staff members of the National Center for Education Statistics (NCES) and the Office of Educational Research and Improvement (OERI) for their advice, guidance, and review in conducting the study and in preparing this document. We are particularly grateful to Dr. C. Dennis Carroll, the BPS Project Officer of the Postsecondary Education and Outcomes Longitudinal Studies Program. We also wish to thank Mr. Larry G. Bobbitt, the former project officer for BPS.

Particular thanks are also extended to the study Technical Review Panel members who provided considerable insight and guidance in development of the design and instrumentation of this field test. We are also grateful to the agencies who endorsed this study, thereby enhancing the credibility of the study in the eyes of the participants.

Thanks are extended to the project staff members of the two contractor organizations--Research Triangle Institute (RTI) and MPR Associates. A cadre of staff from each of these organizations, including statisticians, analysts, survey managers, programmers, data collectors and interviewers--too numerous to list here--worked long hours on this study. We are indebted to Ms. Lil Clark, who prepared the graphics, integrated the text, and produced the drafts and final version of this report.

We also wish to thank Ellen M. Bradburn from the Education Statistics Services Institute who reviewed earlier drafts of this report and offered many helpful suggestions.

Most of all, we are greatly indebted to the many postsecondary education institutions, students, former students, and their parents, relatives and friends, who unselfishly gave of their time to provide study data and/or locating information.

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Chapter 1 Introduction, Background, and Purpose

This document provides the description, summary, and evaluation of methodological procedures and results for the field test of the Beginning Postsecondary Students Longitudinal Study First Follow-Up 1996-98 (BPS:96/98). The field test and subsequent full-scale study are being conducted for the National Center for Education Statistics (NCES) of the U. S. Department of Education, as authorized under Section 404(a) of the National Education Statistics Act of 1994 [PL 103-382]. BPS:96/98 (Contract No. RN96019001) is being conducted by the Research Triangle Institute (RTI) with the assistance of MPR Associates, Inc. (MPR).

This introductory chapter describes the background, purposes, and scheduled products of the BPS study, and the unique purposes of the field test. In Chapter 2, the study design and methodology for the field test are described. Overall outcomes of data collection, as well as the results of special procedures implemented during the field test, are presented in Chapter 3. Chapter 4 examines issues related to the quality of the data collected. The major recommendations for changes in design for the full-scale study are included by topic in Chapters 3 and 4 and summarized at the end of Chapter 4. Materials used during the field test are provided as appendices to the report and cited, where appropriate, in the text.

A. Background and Purpose of BPS

BPS is one of several studies sponsored by NCES to respond to the need for a national, comprehensive database concerning fundamental postsecondary education (PSE) issues–access, choice, enrollment, persistence, progress, curriculum, attainment, continuation into graduate/ professional school, and rates of return to society. The base for this information system is the National Postsecondary Student Aid Study (NPSAS), a recurring survey of a nationally representative cross-sectional sample of postsecondary students designed to determine how students and their families pay for postsecondary education. NPSAS was implemented for the first time in the 1986-87 school year, and most recently for the 1995-96 school year (1994-95 for the field test).

Cost-efficiency and concerns for minimizing respondent burden while maximizing value and utilization of extant information dictated that the BPS study series use, as base-year data, information collected from first-time beginning students surveyed as part of NPSAS. These students are then followed from initial entry into postsecondary education through completion of their education and entry into the workforce. NPSAS:96 is serving as the base year for the current BPS series; the current BPS administration is the first follow-up with the NPSAS:96 cohort. Additional follow-up studies are planned for this cohort.

The BPS series provides a unique perspective of what happens to persons as they enter and pursue education beyond high school because it includes both traditional and nontraditional students who began their postsecondary studies in the 1995-96 academic year (1994-95 for the field test sample). Nontraditional students are those who have delayed continuation of their education after high school due to military service, employment, family responsibilities, or other reasons. Other longitudinal studies, which tend to follow a single age cohort, do not contain enough nontraditional students to permit study of their progress and attainment relative to their more traditional classmates. This is important as nontraditional students represent a growing segment of the postsecondary student population.

The BPS study series also makes it possible to trace the paths of first-time beginning students (FTBs) throughout the entire system of postsecondary education over a number of years. Unlike the typical retention and attainment studies of entering freshmen at a single institution, BPS allows for the study of student persistence and attainment *anywhere*. Since, as the first BPS series showed, nearly half of all beginning students enroll at more than one institution during the five years after they begin postsecondary education, being able to monitor the progress of FTBs across postsecondary institutions is becoming increasingly important.

BPS:96/98, as the first follow-up in the series, will serve to monitor academic progress through the first three academic years of postsecondary study. Most students at four-year institutions who never complete a baccalaureate degree have left school by the end of their freshman or sophomore year and BPS:96/98 will explore the reasons which factor into such patterns. It could be simply that they finished the course of study they had originally intended to complete, or transferred to a different institution to expand their education. There may have been other factors, such as cost of attendance or family responsibilities, which caused them to cut short or postpone their education.

BPS:96/98 also monitors causes of delay in academic progress, if delay has occurred. Delays may be due to academic reasons, such as having had to take remedial courses or changing major, or personal reasons, such as having to work more than originally expected or increased family responsibilities. Likewise, two years is long enough to determine that a particular student is making progress as expected, as sufficient time has passed to catch up from minor early delays.

For those students enrolled in a less-than-4-year program, a follow-up two years after the base year data collection allows assessment of whether the student has completed the original intended curriculum and the time needed to complete the program. It also allows for collection of limited information on initial rate of return after completion, or continuation into a more advanced level of study.

B. Schedule and Products of BPS:96/98

The BPS:96/98 field test data collection was conducted from April to July 1997. The full-scale data collection is scheduled for February to September of 1998. Full-scale data, along with data from prior studies, will be used to examine a wide range of education policy questions. Electronically documented restricted access research files (with associated electronic codebooks) as well as a Data Analysis System (DAS) for public release will be constructed from the full-scale data and distributed to a variety of organizations and researchers. BPS:96/98 will produce the following reports: (1) a descriptive summary of significant findings; (2) a full-scale methodology report providing details of sample design and selection procedures, universe coverage, weighting methodologies, estimation procedures and design effects, the results of nonresponse analyses, and statistical quality evaluation; and (3) special tabulations of issues of postsecondary interest, which will become part of the final data library available for further analysis by researchers.

C. Purpose of the Field Test

The main purpose of the field test was to use, test, and evaluate all operational and methodological procedures, instruments, and systems planned for use in the full-scale study. Many such methodological features, representing enhancements or refinements to previously used BPS and NPSAS approaches, had not been fully tested in the past. Using and testing methodologies in the field test that parallel the data collection procedures proposed for the full-scale study allow such procedures to be adjusted as necessary, prior to the start of full-scale data collection.

This procedure of conducting a comprehensive field test has been used quite successfully throughout the BPS and NPSAS series to enhance and advance, after controlled evaluation, the methodologies used in these important studies. Based on the results of the BPS:96/98 field test reported herein, the BPS:96/98 full-scale study will be modified to maximize operational efficiency, improve responses, and collect a higher quality of information.

It should be noted that the field test was conducted during a period of high mobility for sample members still enrolled in school, and the abbreviated locating/interviewing period somewhat limited field test success in these areas. Thus, the field test tracing, contact, and response rates reported in subsequent chapters are expected to improve in the full-scale study.

Chapter 2 Design and Method of the Field Test

As indicated in Chapter 1, the purpose of the field test was to provide an opportunity to test all procedures, methods, and systems of data collection in a realistic environment, prior to implementing them for the full-scale study and to refine data collection and data processing strategies. These refinements ensure the success and timeliness of the full-scale study, while enhancing the value and quality of the resultant data.

The primary focus of the field test evaluation was the various Integrated Management System (IMS) modules, particularly the Computer-Assisted Telephone Interviewing (CATI) and Computer-Assisted Personal Interviewing (CAPI) modules. However, as in other studies for the National Center for Education Statistics (NCES), experiments and reinterviews were embedded in the field test design to ensure the success of the full-scale data collection operations and the overall success of the study. Specifications for the sample, data elements, data collection design, and evaluation design for the Beginning Postsecondary Students Longitudinal Study First Follow-Up 1996-98 (BPS:96/98) field test are presented below.

A. BPS:96/98 Sampling Design

The BPS:96/98 field test student sample consisted of those members of the 1996 National Postsecondary Student Aid Study (NPSAS:96) field test sample who were determined eligible for BPS (i.e., enrolled in postsecondary education for the first time in terms beginning between May 1, 1994, and April 30, 1995), as well as a small set of NPSAS:96 field test nonrespondents for whom BPS eligibility had not been established during the NPSAS:96 student interviewing. The NPSAS:96 field test institutional sample was not a probability sample; however, students were selected, within sampled institutions, using probability sampling techniques. The specific nature of the NPSAS:96 field test sample is described elsewhere.[1]

The NPSAS:96 CATI instrument and the abbreviated instruments posed a series of questions to establish BPS eligibility for all sample students. The BPS:96/98 known-eligible student sample consisted of the 726 NPSAS:96 field test sample members who were verified to be first-time beginning postsecondary students (FTBs) during the field test sample year (685 verified during CATI and 41with an abbreviated Spanish telephone interview or a self-administered hard-copy instrument). The sample was augmented to include a subset of the non-interviewed members of the NPSAS:96 field test who were deemed "highly-likely FTBs," based on institutional and

[1] Riccobono, J. A., et al. *National Postsecondary Student Aid Study: 1996 Field Test Methodology Report* (NCES Working Paper No. 96-17). National Center for Education Statistics: Washington, DC, July 1996.

administrative data. These cases were screened for FTB eligibility during the BPS:96/98 interview, and some retrospective interview data were collected for those determined to be BPS-eligible.

Consistent with previous NPSAS studies, the institutions eligible for the NPSAS:96 field test and, hence, eligible for the BPS:96/98 field test, were those institutions that satisfied all the following conditions for the 1994-95 academic year:

- offered an educational program designed for persons who have completed secondary education;
- offered more than just correspondence courses;
- offered at least one academically, occupationally, or vocationally-oriented program of study requiring at least three months or 300 contact hours of instruction;
- were open to the general public (i.e., not just to specific populations, such as prison inmates or the members of the organization offering the courses); and
- were located in the 50 States, the District of Columbia, or Puerto Rico.

In addition, U.S. service academies were excluded because of their atypical funding and tuition base. Also ineligible were hospitals offering only internships or residency programs; institutions offering only noncredit continuing education units (CEUs); schools whose only purpose was to prepare students to take a particular examination (e.g., CPA or Bar exams); and branch campuses of U.S. institutions in foreign countries.

The field test and full-scale institutional samples were constrained to be disjoint for NPSAS:96. To allow the broadest institutional population for the full-scale study, the full-scale sample was selected first and the field test sample was selected from the residual frame members. The field test institutions were chosen purposively to represent as complete a spectrum as possible of the residual institutions on the sampling frame and to represent each of the institutional strata planned for the full-scale study samples. Additionally, the sample was selected from several separate geographic areas (including Puerto Rico).

A total of 78 institutions were selected for the field test; this figure was chosen to yield 65 institutions that were eligible and would provide lists for student sampling. Because the achieved institutional yield was greater than expected and budgeted for, 65 of the 66 eligible institutions providing lists were retained for field test implementation.

The students eligible for the BPS:96/98 field test were the students eligible for the NPSAS:96 field test who were FTBs at the NPSAS sample institutions in the 1994-95 academic year. Consistent with previous NPSAS studies, the students eligible for the NPSAS:96 field test were those enrolled in eligible institutions who satisfied *all* of the following eligibility requirements:

- were enrolled in a term or course that began between May 1, 1994 and April 30, 1995;[2]
- were enrolled in (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree, *or* (c) an occupational or vocational program that required at least 3 months or 300 contact hours of instruction to receive a degree, certificate, or other formal award;
- were *not* concurrently enrolled in high school; and
- were *not* enrolled *solely* in a GED or other high school completion program.

"Pure" FTBs are those NPSAS-eligible students who had never enrolled in a postsecondary institution after completing high school. "Effective FTBs" are those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never *completed* a postsecondary course before the 1994-95 academic year. Both pure and effective FTBs were eligible for the BPS:96/98 field test, as were NPSAS:96 nonrespondents who were potential FTBs. The NPSAS:96 field test CATI interview identified 726 verified (pure or effective) FTBs. In addition, 59 NPSAS nonrespondents were sampled for BPS:96/98 as potential FTBs. Their distribution by type of institution is presented in **table 2.1**.

Table 2.1–Distribution of BPS:96/98 field test student sample by type of institution

Institution level and control	Verified FTBs	NPSAS nonrespondents
Total	726	59
Public, less-than-2-year	70	14
Public, 2-year	66	11
Public, 4-year	176	17
Private, not-for-profit, less-than-4-year	76	3
Private, not-for-profit, 4-year	181	5
Private, for-profit, less-than-2-year	85	4
Private, for-profit, 2-year or more	72	5

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Education Students:96/98.

In addition to FTBs whose BPS eligibility had been verified in the NPSAS:96 CATI interviews, we sampled from the pool of potential FTBs who were nonrespondents in the NPSAS:96 field test. During the BPS interview, we determined their eligibility for NPSAS and BPS, and identified the "actual" (pure or effective) FTBs. The actual FTBs were administered an abbreviated NPSAS:96 interview as part of their BPS:96/98 interview.

[2]This full year of enrollment is the operational survey population. The ideal target population consists of the terms in the 1994-95 financial aid award year, those beginning between July 1, 1994 and June 30, 1995. The survey year is slightly shifted from the ideal year to allow more timely data collection and dissemination of results.

The goal was to select about 50 to 75 NPSAS field test nonrespondents within a small number of geographic areas in such a manner that the students selected were highly likely to be FTBs. Because we needed to test both field locating and CATI contacting with these students, a secondary goal was to select reasonable numbers of students that required pre-CATI intensive tracing as well as students not requiring such efforts, based on whether or not they had been located in the NPSAS:96 field test.

Based on the Chi-squared Automatic Interaction Detector (CHAID) modeling of FTB status done at the conclusion of the NPSAS:96 field test and other analyses, we partitioned the NPSAS:96 field test nonrespondents who were sampled as potential FTBs into the following three categories: those highly likely, those moderately likely, and those not likely to be an FTB.

The "highly likely" group consisted of those students sampled as potential FTBs who graduated from high school or received a GED in the current year or the previous 2 years (1993, 1994 or 1995 for the field test). The CHAID analysis indicated that about 95 percent of these students would be FTBs. The "not likely" group consisted of those students sampled as potential FTBs whose year in school was reported to be second or higher in Central Processing System (CPS) or Computer Assisted Data Entry (CADE), or with transfer credits reported in CADE. All other nonrespondents sampled as potential FTBs were assigned to the "moderately likely" category. The numbers of students classified as having high, moderate, or low likelihood of being an FTB were 158, 163, and 28, respectively, for a total of 349 NPSAS field test nonrespondents. We included in the BPS field test only those students classified as "highly likely" to be FTBs so that the resulting BPS interviews would provide an adequate test for all survey procedures and instruments, including collection of retrospective NPSAS:96 data.

In order to assign students to geographic clusters and select areas from which NPSAS nonrespondents would be included for the BPS field test, we examined primarily the distributions of permanent addresses (city and/or state). We selected 59 NPSAS field test nonrespondents for the BPS field test. They were selected from the following four geographic areas: 13 from Massachusetts; 20 from Pennsylvania; 14 from Puerto Rico; and 12 from the Dallas, Texas metropolitan area.

B. Data Collection Design

1. Locating

The basic BPS:96/98 design involved tracing sample members to their current location and conducting a computer assisted telephone interview (CATI) or a computer assisted personal interview (CAPI) with them about their experiences since the NPSAS:96 interview two years earlier. The data collection activities, including locating, are shown in **figure 2.1**. While the flow shown is sequential for any given case, these activities are quite dynamic. At any given time during the locating/interviewing period, different sample members were at markedly different stages in the flow.

Figure 2.1--BPS:96/98 flow of data collection activities

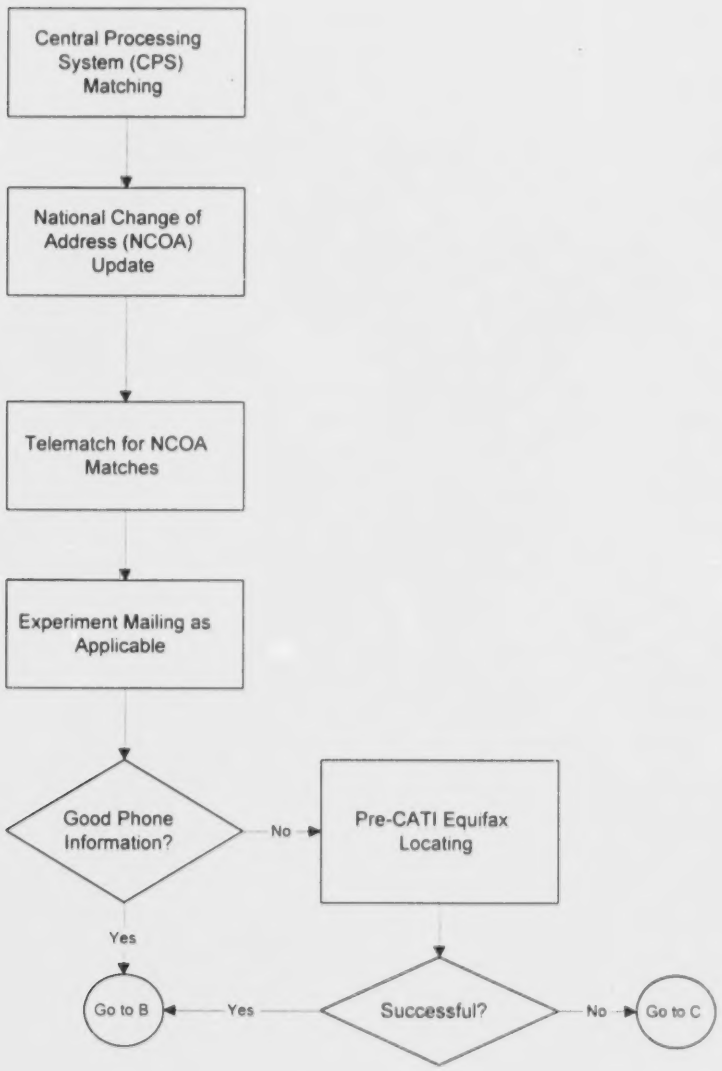

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Figure 2.1 (continued)

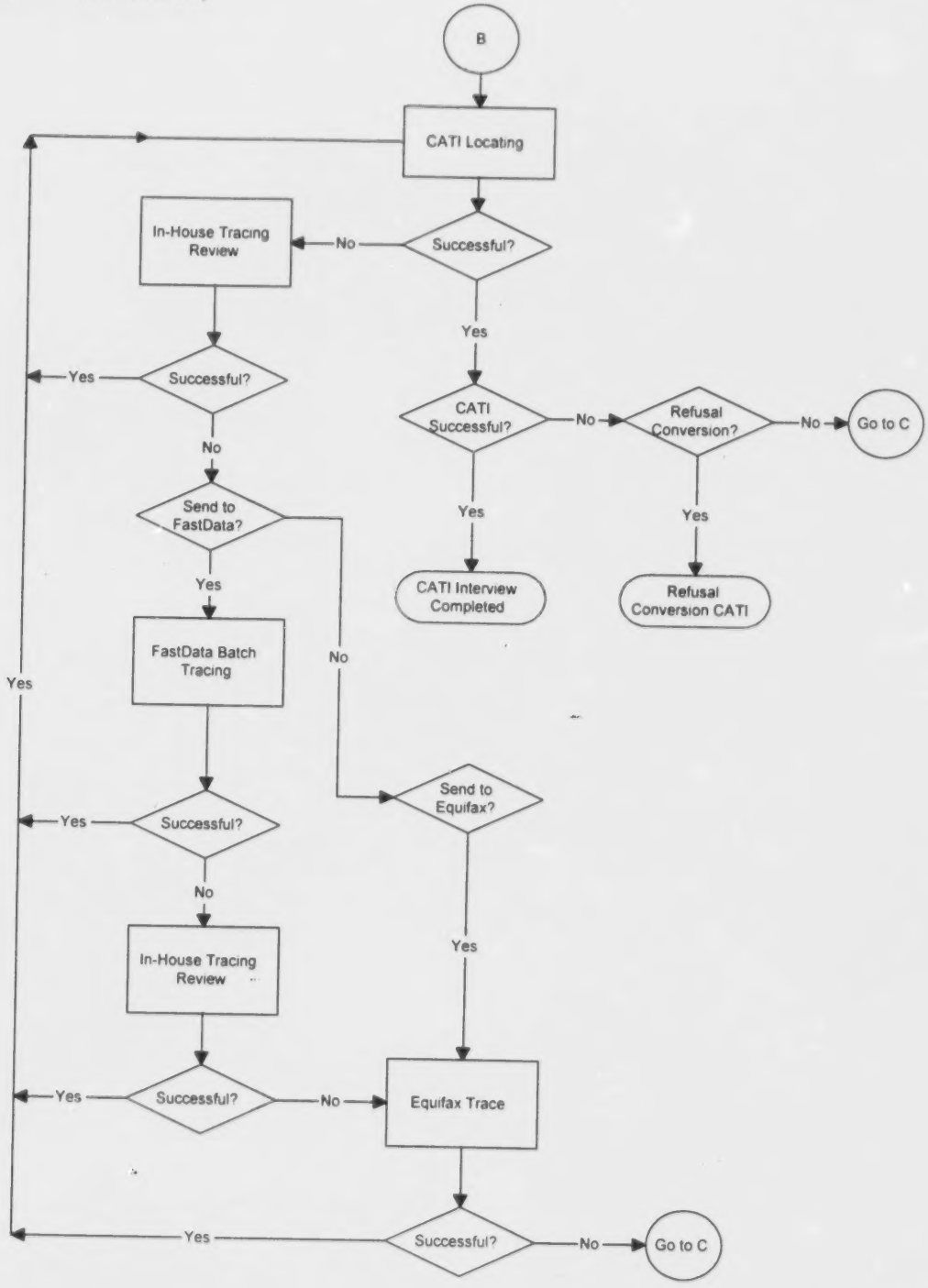

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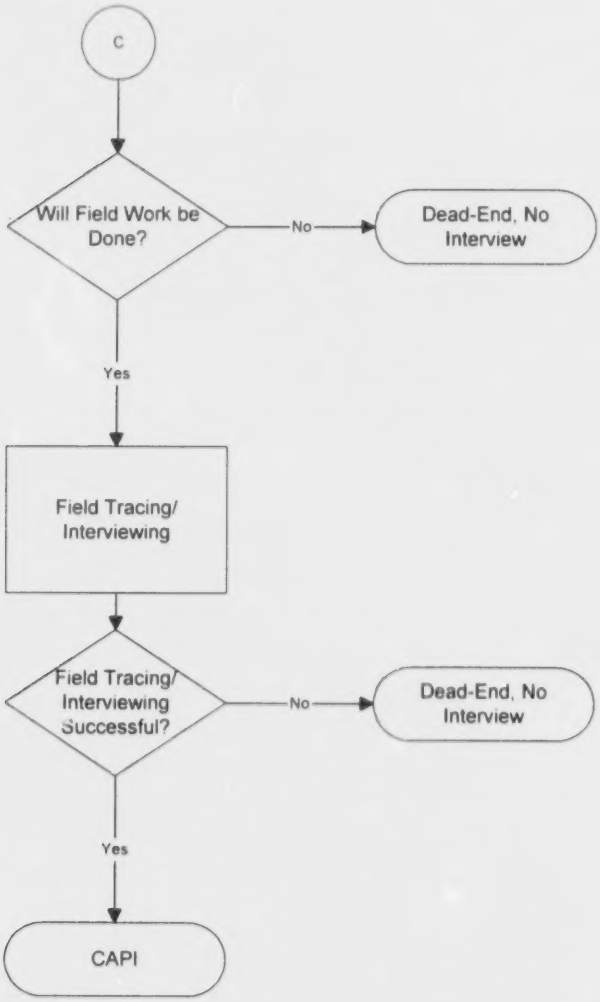
Figure 2.1 (continued)



Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

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a. Pre-CATI Locating

Base-year data (edited and with derived data elements, where applicable) and locating information (collected from institutional records, updated during base-year interviews, and, where applicable, by a National Change of Address [NCOA] and Telematch operation) were obtained during NPSAS:96. An experimental advance letter was sent to two-thirds of the field test sample in December 1996. Extant data from the U.S. Department of Education (ED), including the Central Processing System (CPS) financial aid applicant database (for academic years 1994-95, 1995-96, and 1996-97), Pell grant, and National Student Loan Data System (NSLDS) data, were incorporated into the longitudinal database; address updates for the locator files were also obtained during this process. A standard lead letter was mailed in early April 1997, yielding additional postal service address updates, principally among those in the control group of the field test experiment. This information was then preloaded into the CATI instrument to help guide the interviews and assist in locating the sample members.

For some NPSAS:96 nonrespondents and for cases with insufficient telephone number information prior to the start of CATI operations, pre-CATI intensive locating procedures were performed through Equifax, a locating service. Where Equifax tracing was successful, cases were prepared for CATI activities; when unsuccessful, the case was designated for field tracing/interviewing. Only a subset of the cases designated for field operations were actually selected and assigned to the field to contain costs.

b. CATI-Internal Locating

CATI locating activities began in April 1997, following forms clearance, and continued through July 1997. Updated locating information was entered into the CATI record prior to the start of CATI operations.

When assigned a case, the telephone interviewer called the telephone number designated by the system as the best number (i.e., the number among all available locator numbers that appears to have the greatest potential for contacting the sample member) and attempted to interview the designated sample member. When the person answering the call said that the sample member could not be reached at that number, the interviewer asked the person how to contact the sample member. If this query did not provide the information needed, the interviewer initiated tracing procedures, using all information available to call other contact persons in an attempt to locate the student. When all tracing options available to the interviewer were exhausted without success, the case was assigned to CATI-external tracing.

c. CATI-External Locating

Cases that were not located during the CATI locating process were submitted to two subcontracted locating organizations outside of CATI, FastData and Equifax. FastData was used first in a batch process to update telephone numbers that were bad (i.e., disconnected, no longer in service, person no longer at number, etc.). This service provided a more economical alternative to in-house Directory Assistance calls and updates were generally

provided within 24 hours. Equifax locating, a more labor intensive effort, was implemented only if CATI locating and FastData batch locating were unsuccessful. Unresolved cases were reviewed by a CATI tracing specialist. Cases with promising roster lines went back into CATI tracing. Cases that were not resolved were made eligible for field locating/interviewing.

d. Field Locating

The main purpose of the intensive field locating/interviewing effort was to increase the response rate. However, since the costs of conducting these operations were high, field efforts were implemented only when less costly efforts were exhausted. Students were identified as needing field locating/interviewing if they were not located using CATI-locating and centralized intensive tracing. Additionally, sample members who were located by telephone but initially refused to participate were identified. Due to cost constraints, only those cases eligible for field follow-up which were in one of four pre-determined geographic areas were assigned to field staff.

2. Instrumentation

The BPS:96/98 student interviews were conducted by telephone, using CATI technology, and in person, using CAPI technology. In preparation for the development of the CATI/CAPI instrument, a comprehensive set of data elements was developed from a thorough review of the data elements used in BPS:90, their relationship to the base-year data elements in NPSAS:96, the reliability of responses obtained in BPS:90, and their relevance to current research and policy issues. A preliminary set of BPS:96/98 data elements was refined with input from the study's Technical Review Panel as well as from NCES and other Department of Education staff.

The final set of data elements, presented in appendix D, was approved by OMB prior to the start of data collection.

From the set of data elements, it was possible to structure the CATI/CAPI instrument by identifying section topics and determining the progression of items within sections. Individual items were designed with several goals in mind: (1) using NPSAS:96 items when feasible; (2) ensuring consistency with NPSAS:96 items when items were not identical; and (3) identifying and preparing wording for item verifications and probes as necessary. Instrument sections were reviewed on a flow basis by NCES and by selected contractor and subcontractor staff.

Despite different data collection methods, the CATI and CAPI interviews were programmed identically, using CASES 4.1 software, to facilitate the preloading of full-screen data entry and editing of "matrix-type" responses. The CATI/CAPI system presented interviewers with screens of questions to be asked of respondents, with the software guiding the interviewer and respondent through the interview. Inapplicable questions were skipped automatically based on prior response patterns and preloaded information. Wording for probes was suggested when a respondent provided a response that was out of range for a given item. As the CATI/CAPI instrument was being designed and programmed, instrument documentation was entered into an integrated data dictionary system (DDS) which enabled users to subsequently produce deliverable data files with CATI/CAPI variable documentation.

In order to minimize the interview burden on respondents, the CATI/CAPI instrument used extant data whenever feasible. For NPSAS:96 respondents, base-year data were preloaded into the CATI/CAPI interview; this dictated the flow of many portions of the interview. Certain questions were asked only if the data were missing from the base year. Other questions used the NPSAS:96 preloads to provide context (e.g., the name of a second school attended during the NPSAS year may appear as a "fill-in" prompt to the respondent). In other questions, respondents were asked to update information since the last interview based on preloaded information (e.g., dates of enrollment). For NPSAS:96 nonrespondents, because telephone interview data were not available, a subset of NPSAS:96 items was collected in the first section of the BPS:96/98 interview and used to direct the branching of the interview.

Once all CATI/CAPI sections had been programmed, test cases were developed and preloaded for testing the instrument and for training telephone and field interviewers. Project staff and staff from NCES systematically tested the CATI/CAPI instrument prior to the start of interviewer training. Finally, prior to data collection, preload files containing data from NPSAS:96 and the Department of Education databases were prepared and loaded into the CATI/CAPI system to both guide the interview and assist sample member locating efforts.

A single, abbreviated instrument was developed for the purpose of interviewing special respondent groups: (1) students who were Spanish speakers with limited English proficiency; (2) students with known hearing- or speech-impairments; and (3) students who could not be reached by telephone or who indicated that they would complete a mailed copy of the instrument but would not participate in a telephone interview. The abbreviated instrument, presented in appendix C, focused on the respondent's postsecondary enrollment history and work experiences. NPSAS:96 nonrespondents also received a set of NPSAS/BPS eligibility questions.

3. Training of Interviewers

The field test training program was designed to maximize the trainees' active participation and offered opportunities to work with BPS:96/98 procedures in addition to the instrument. Training manuals included a training guide, an interviewer's manual, and a question-by-question specifications manual.

Combined training for telephone interviewers, field interviewers, and supervisors took place in April 1997 and consisted of lecture, demonstration, and hands-on practice exercises with the instrument and online coding modules. The BPS:96/98 training agenda is shown in appendix E. In addition, field interviewers were trained on field specific operations, including the field management system and field tracing procedures.

4. Telephone Interviewing

CATI locating and interviewing began after final OMB approval of the data collection instrument was received and interviewer training was conducted. CATI procedures included attempts to locate, gain cooperation from, and interview study sample members by telephone. For NPSAS nonrespondents, NPSAS and BPS eligibility determination were also necessary. A reliability reinterview was conducted for a subsample of respondents.

The initial CATI sample consisted of verified FTBs who had been located and interviewed successfully in the NPSAS:96 field test for whom locating information was available. Additionally, sampled NPSAS:96 nonrespondents for whom new or verified locating information was obtained were included in the CATI sample. The remaining sample members became part of the initial field tracing and interviewing sample.

Locating information gleaned from the pre-CATI locating sources described above was preloaded for each case. Additionally, previously collected information from NPSAS:96 was preloaded to personalize interviews and to reduce respondent burden.

An automated call-scheduler assigned cases in the CATI sample to interviewers based on time of day, day of week, appointment setting, and type of case considerations. Scheduler case assignment was designed to maximize the likelihood of contacting and interviewing sample members. Cases were assigned to various queues for this purpose. Some of the queues included new cases, Spanish language cases, initial refusals, and various appointment queues (firm appointments set by the sample member, appointments suggested by locator sources, and appointments for cases which were initial refusals).

For each case, a calling roster determined the names and telephone numbers for the interviewers to call. The roster included school-provided and/or student-provided address information (student permanent, student local, parent, and other contact information) from the NPSAS:96 field test. Up to five roster-lines were preloaded with contact information. New roster-lines were added during CATI tracing operations and CATI-external tracing.

Once located, some cases required special treatment. To deal with those who initially refused to participate (including locator sources who acted as "gatekeepers," preventing access to the sample member), certain interviewers were trained in refusal conversion techniques. Spanish-only speaking sample members and their locator sources, primarily located in Puerto Rico, were initially assigned to bilingual CATI interviewers but then transferred to a bilingual field interviewer in Puerto Rico.

5. Field Interviewing

Field locating and interviewing activities began after training was conducted and CAPI systems were operational. CAPI procedures included attempts to locate, gain cooperation from, and interview study sample members either by telephone or in person. The main purpose of the field interviewing, introduced in BPS for the first time during this field test, was to test procedures for increasing the response rate.

The field interviewer documented every telephone call or field contact. Field interviewers were provided with a checklist which included example questions to help with tracing operations and demonstrated the correct order in which tracing activities should be performed. The checklist was completed for each case to help identify those sources which were most useful in locating the students.

Primary tracing sources included: current or former neighbors, the NPSAS school, past or present employer, social agencies' records, and city and county offices. Secondary tracing sources included Directory Assistance (DA), Chamber of Commerce, public libraries, U.S. Postal Service, and Department of Motor Vehicles (DMV). Other field interviewer miscellaneous sources, useful in some cases, included small town police or sheriff's departments, fire departments or emergency rescue squads, local newspapers, public housing authorities, mobile home park managers, motel staff, probation officers, and permit issuing departments at the city level (new construction). A contact script guided interviewers in soliciting information from various sources.

When field interviewers successfully located sample members, they introduced themselves and explained the purpose of the study, referring to the advance letter mailed previously. They then attempted to complete the interview using the same instrument used in the CATI interview. The field staff were supported by a computerized control system that tracked field assignments and captured pending and final result codes. Daily reports tracked the field effort.

All students who were finalized as BPS field test CATI nonrespondents were eligible for assignment to the field for field locating and CAPI interviewing. CATI nonrespondents residing in the vicinity of a field interviewer were immediately assigned to the field. As clusters of nonrespondents in the same geographic area were identified, the field manager determined whether it warranted sending a field interviewer. Loss of the primary CATI bilingual interviewer resulted in the assignment of the remaining Puerto Rico cases to the Puerto Rican field interviewer.

C. The Integrated Management System (IMS)

All aspects of the study were under the control of an Integrated Management System (IMS). The modular structure of the IMS allowed for the streamlining of related tasks and served as a centralized, easily accessible repository for project data and documents.

The Management Module of the IMS consisted of tools and strategies to assist the project staff and the NCES project officer in managing the study. Information was accessible via the World Wide Web which enabled secure, online, instant access to daily reports and other project information, as well as providing a means for delivering versions of the CATI/CAPI instrument for testing and review.

The BPS home page also utilized the World Wide Web. The home page was a part of the field test experiment that was designed to allow a portion of the field test sample to learn about the study and to allow sample members to update their telephone and address information online. The home page was maintained as a completely separate module of the IMS and only those in the subsample were given the Uniform Resource Locator (URL) needed to access the site. The accessing of the home page was entirely student-initiated and voluntary.

The Receipt Control System (RCS) monitored all student-related activities. The RCS allowed project staff to track participation closely, identify problems early, and implement solutions effectively. The Data Dictionary System (DDS) consisted of a set of linked relational files and associated utilities for developing and documenting the survey instruments. The master

dictionary file contained characteristics, long and short labels, and other descriptors for every variable in the instrument.

The CATI/CAPI Module was developed within the DDS ensuring that all CATI/CAPI variables were linked to study data elements and that each variable was thoroughly documented. The instrument itself included data edit checks to detect apparently inconsistent responses or when unreasonably high or low values were keyed. The instrument also included several online coding modules ("user exits") to collect schools attended, terms of enrollment, industry, occupation, and field-of-study data. The instrument made extensive use of the NPSAS preload data.

The RTI Field Case Management System allowed field staff to communicate with RTI staff via a store-and-forward electronic mail system, to transmit completed cases, to receive new cases, and to transmit production time and expense (PT&E) data back to RTI.

D. Methodological Experiments and Evaluation Approaches

Evaluation of field test procedures has obvious implications for possible improvement of procedures for the subsequent full-scale study (as well as for enhancements for subsequent BPS follow-up studies). Each major component of the field test was evaluated. Methodology consisted of both formative and summative evaluations. Formative evaluations were of an ongoing nature, designed to assess tasks at intermediate stages so that the effects of employing alternate methodologies could be analyzed and modifications could be made and assessed prior to task completion. Summative evaluations will be used to optimize procedures in the full-scale study. A summary of BPS:96/98 field test evaluations that were planned and implemented is provided in **table 2.2**.

Various measures were employed to assess the quality of data collection including quantitative monitoring, qualitative monitoring, quality circle meetings, and verification of field interviews. The primary objective was to pinpoint any problems with the interview and correct them early in data collection. Quantitative monitoring assessed the quality of the telephone interviewing, with respect to question delivery and coding of responses. It is explained in greater detail in Chapter 4. Qualitative monitoring evaluated whether interviewing procedures were implemented as intended and were effective. The utility of the interview items was also assessed. On occasion, monitoring revealed the need for retraining (e.g., explanation of the nature of the study or refusal avoidance) which was conducted immediately. Weekly quality circle meetings, during which interviewers, supervisors, and project technical staff met to discuss data collection issues, proved valuable in identifying problems with the instrument as well as in building rapport among interviewers and technical staff. Summaries of the meetings were rapidly disseminated to all interviewers and supervisors so that those who were unable to attend also benefited.

Table 2.2—Summary of planned BPS:96/98 field test evaluations

Major area of evaluation	Evaluation approaches
IMS systems operation	Observe, document, and correct all anomalous IMS operations.
	Assess Data Dictionary System tools to ensure that process is efficient and includes full documentation of variables.
CATI/CAPI instrument development	Debrief instrument "testers/debuggers" to determine appropriateness and accuracy of instrument flow/logic.
Training	Debrief CATI supervisors and interviewers. Debrief field supervisors and field locators/interviewers.
Centralized tracing activities	Debrief tracing staff and supervisors. Analyze all levels of tracing results and costs.
	Analyze outcomes and costs/benefits of CATI-external tracing activities.
Field locating/interviewing	Assess the effectiveness of the field case management system and information flow between the central site and the field.
	Verify the quality of field interviewing data with verification reinterviews for a subsample of cases.
	Analyze the outcomes, costs, and benefits associated with field locating and field interviewing, both differentially and combined, in terms of locating success and CATI/CAPI response success.
CATI administration/ data quality	Analyze silent monitoring quality control data. Analyze CATI operational parameters (e.g., numbers of calls per case, total interviewer hours per completed interview).
	Debrief interviewers, refusal converters, bilingual interviewers, monitors, and supervisors.
	Analyze administration time statistics, overall, within section, and for individual questions and blocks of questions.
	Analyze rates of interview nonresponse, early and subsequent break-off, types of response inconsistencies detected during interview administration, and nonresponse patterns. Analyze response temporal stability of reinterviews for selected items (subsample).
	Validate student responses against federal aid applicant data. Assess feedback from mock interviews conducted with Technical Review Panel (TRP) members.
Online coding	Analyze success/accuracy of on-line coding of Integrated Postsecondary Education Data Systems (IPEDS) ID, industry/occupation, and major course of study.
File development	Observe and document any procedural difficulties encountered in preparation of raw CATI/CAPI files.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

The study design included a component for direct evaluation of data quality. A reliability reinterview was administered to a randomly selected subsample of field test respondents to assess the short-term stability of selected items. The results of the reinterview analysis are presented in Chapter 4.

A different set of quality control procedures was used for the field data collection. For a sample of each field interviewer's completed cases, the field supervisor contacted the sample member using locating data collected in the interview, verified that the interview actually occurred, the date it took place, and the approximate duration. A small number of factual questions from the interview were asked again, and the responses compared to those originally recorded.

The field test included a methodological experiment, evaluated for possible implementation in the BPS:96/98 full-scale study. The objective of the experiment was to keep locating information current and to encourage students to participate in the BPS CATI interview. All sample members, including the control group, were sent a letter informing them of the study immediately prior to data collection. In addition, approximately four months prior to the start of data collection, an advance mailing was conducted. Sample members in the partial treatment group received an advance letter, the standard BPS study brochure, and an address correction/verification sheet. Those in the full treatment group were sent the BPS e-mail address, a different advance letter and BPS brochure that advised them how to access the BPS:96/98 student home page, an address correction/ verification sheet, and a BPS magnet. Sample members in the treatment groups were asked to return the address correction/verification sheet if their locating information had changed. A student home page was developed and the full treatment group was provided the Uniform Resource Locator (URL) of the BPS home page to enable them to learn more about the study and contact us by sending e-mail directly from the home page. Results of the experiment are presented in Chapter 3.

Chapter 3 Student Locating and Interviewing Outcomes

Attaining the participation rates required for BPS:96/98 demands high levels of cooperation at all stages of the survey process. The first sections of this chapter address the various aspects of obtaining the necessary participation outcomes, including locating of sample members, telephone interviewing response rates, refusal conversion, and field interviewing. The remaining sections focus on interview burden and effort and the field test experiment.

A. Overview of Locating and Interviewing Outcomes

The overall locating and interviewing results are shown in **figure 3.1**. Of the 785 students in the original sample, 599 were located and contacted and 37 were excluded (out of scope) because they were deceased, incarcerated, out of the country or incapacitated. Among the contacted subsample, 491 were interviewed, 484 of whom were verified First-Time Beginners (FTBs). This effort included a limited field locating and interviewing operation. To contain costs for the full-scale study, only four geographic areas were included in the field effort. The time frame for data collection was limited to 12 weeks.

The raw contact rate for the field test was 80.1 percent (599/748). Exclusive of those either out of scope or for whom locating was limited to contain costs, the contact rate was 90.5 percent. For those contacted, the raw interview rate was 82.0 percent (491/599). Discounting those for whom full procedures were not applied due to cost constraints, the interview rate was 86.1 percent. The overall response rate, factoring in the reduced field test effort, was 78.0 percent (90.5 * 86.1). Higher response rates are expected in the full-scale study due to the longer data collection period and much broader geographic coverage for the field effort.

Locating and interviewing rates were related to two examined factors: NPSAS:96 response status and type of NPSAS:96 school. Contact rates by NPSAS:96 response status, shown in **table 3.1**, were 16 percentage points higher for NPSAS respondents than for NPSAS nonrespondents. Interviewing, given contact, was similarly more difficult with the NPSAS nonrespondents. One of the observations from the field test was the difference in BPS:96/98 locating and interviewing rates between NPSAS partial respondents and NPSAS full respondents. Relative to NPSAS full respondents, we had expected the marked difference for nonrespondents and some difference for partial respondents, but the size of the difference was surprising. In many cases, the NPSAS partial respondents had refused to participate initially or had been difficult to contact by phone during the NSPAS:96 field test.

Figure 3.1—Result flow of contacting/interviewing activities

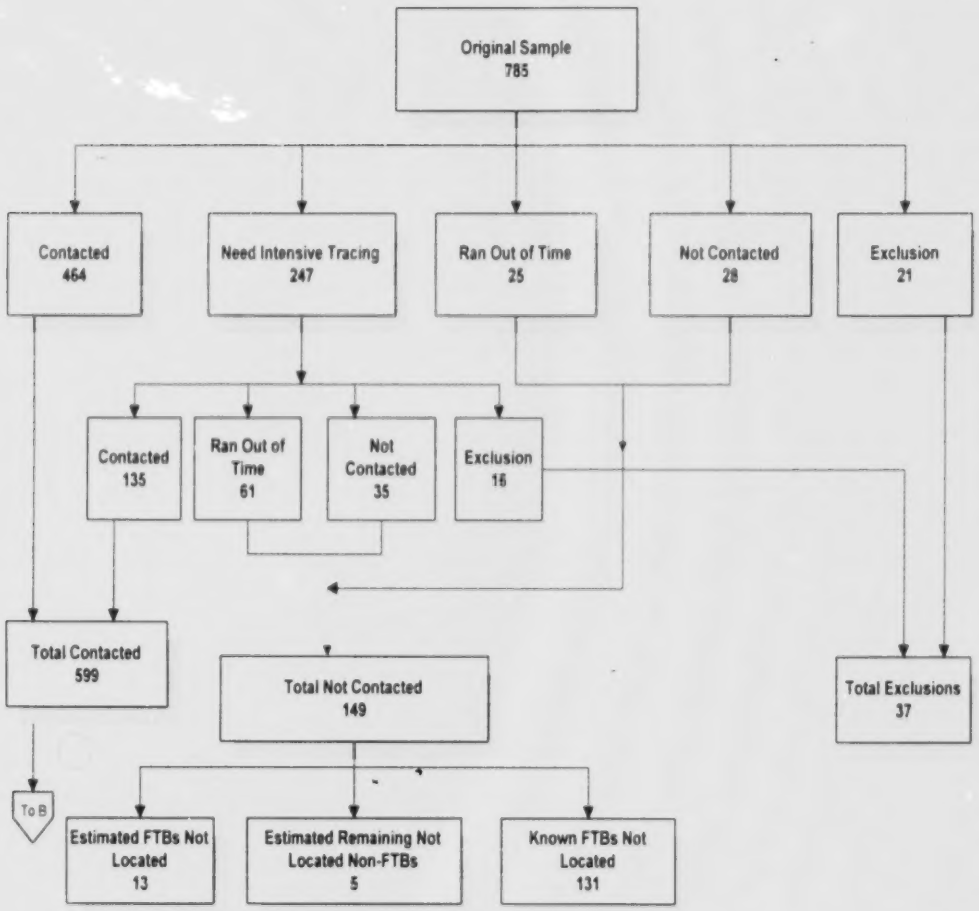

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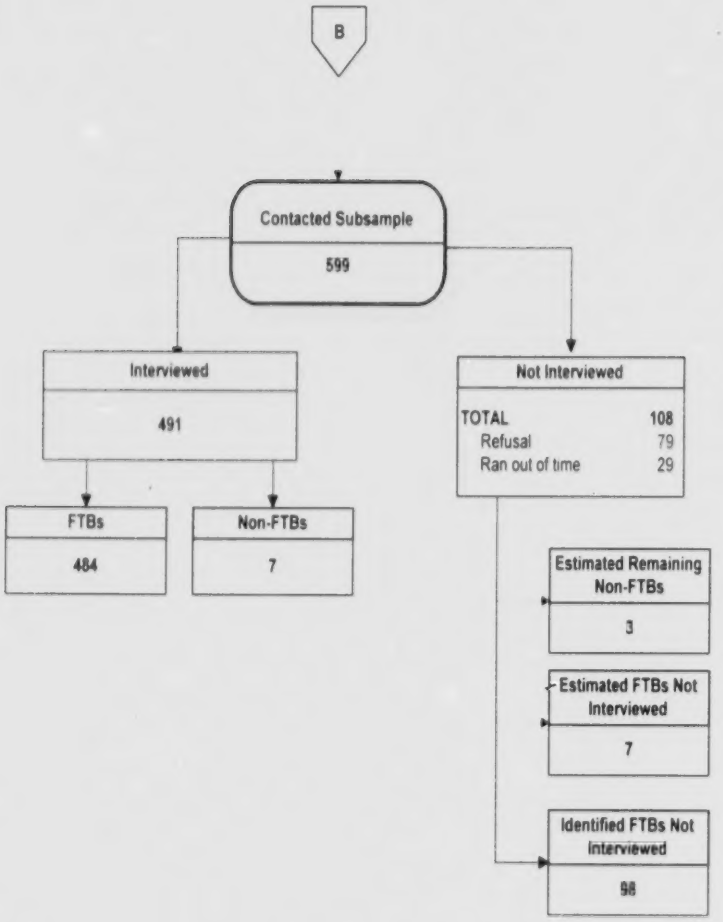
Figure 3.1—Result flow of contacting/interviewing activities (continued)



Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

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Table 3.1—BPS:96/98 contact and interview rates by NPSAS:96 response status

NPSAS:96 interview status	Total	Contacted		Interviewed, given contact[a]	
		Number	Percent	Number	Percent
Total	748	599	80.1	484	81.8
Full respondent	626	512	81.8	425	83.0
Partial respondent	70	53	75.7	42	79.2
Not interviewed	52	34	65.4	17	63.0

[a]Percent is based on row Number Contacted, *excluding the seven sample members determined to be ineligible.* All seven of the ineligibles were NPSAS:96 nonrespondents.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

Contacting and interviewing rates by type of school are presented in **table 3.2**. As in past studies, students from private, for-profit institutions continue to be the most difficult to locate. Interviewing rates, given contact of sample number, varied by type of institution from 56 percent to 90 percent. The small sample size for some institution types contributed to the broad range of interviewing rates.

Table 3.2—Interview rates by sector of the NPSAS:96 institution

NPSAS:96 school sector	Total		Contacted		Interviewed, given contact[a]	
	Number	Percent	Number	Percent	Number	Percent
Total	748	100.0	599	80.1	484	81.8
Public, 4-year	185	24.7	158	85.4	135	86.5
Public, 2-year	76	10.2	60	78.9	53	89.8
Public, less-than-2-year	79	10.6	61	77.2	44	72.1
Private, not-for-profit, 4-year	175	23.4	142	81.1	117	83.0
Private, not-for-profit, 2-year	51	6.8	46	90.2	36	78.3
Private, not-for-profit, less-than-2-year	23	3.1	20	87.0	10	55.6
Private, for-profit, 4-year	41	5.5	26	63.4	19	76.0
Private, for-profit, 2-year	33	4.4	24	72.7	17	70.8
Private, for-profit, less-than-2-year	85	11.4	62	72.9	53	85.5

[a]Percent is based on row Number Contacted, *excluding the seven sample members determined to be ineligible.*

Note: Details may not sum to total due to rounding.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

B. Locating

1. Locating Prior to Data Collection

As indicated in Chapter 2, base-year data and locating information collected during the NPSAS:96 data collection were updated through a National Change of Address and Telematch operation. Additionally, data from the U.S. Department of Education, including loan application and financial aid information were incorporated into the locator database for BPS:96/98.

At the start of BPS:96/98, 49 cases with insufficient telephone number information required pre-CATI intensive locating. These cases were sent to Equifax for this activity. Following the Equifax pre-CATI locating operations, 20 cases were identified for pre-CATI field operations.

In addition to Equifax and pre-CATI field operations, locating information was obtained from an advance mailing which included a request that the sample member review, correct and return an address update sheet. During the week prior to data collection, we sent out the advance mailing to 733 sample members. We received address update reply sheets from 29 sample members. We received forwarding information for 33 cases. The mailing was returned undeliverable, with forwarding information for 3 cases. Another 51 mailings were returned, with no new information.

2. Intensive Locating During Data Collection

Cases for which the CATI preload locating information failed to result in contact required various intensive tracing steps. **Table 3.3** presents the results of intensive tracing activities for the field test. Cases that were not located during the CATI operations were sent to FastData for telephone number updates and to Equifax when FastData did not yield a telephone number. A total of 120 cases were sent to FastData and 120 cases were sent to Equifax. Only cases that were unlocatable following Equifax tracing, or not sent to Equifax due to time constraints, were attempted using in-house tracing. These cases were not attempted in field tracing due to time constraints.

Table 3.3–BPS:96/98 field test intensive tracing

Type of tracing	Number in group	Contacted without additional steps		Contacted after additional steps		Not contacted	
		Number	Percent	Number	Percent	Number	Percent
Total[a]	218	132	60.6	N/A	N/A	86	39.4
Fast Data	120	20	16.7	39	32.5	61	50.8
Equifax	120	47[b]	39.2	14	11.7	59	49.2
Post-CATI field	20	8	40.0	N/A[c]	N/A[c]	12	60.0
In-house	51	13	25.5	N/A[c]	N/A[c]	38	74.5

[a]Total is broken down into only two subgroups, those contacted (using all applicable steps) and those not contacted.
[b]Sixteen of these cases were part of the group which went directly to field interviewing (no CATI attempted).
[c]Not applicable indicates this is the last step taken.

Note: Details do not sum to totals because some cases were attempted by more than one method.
Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

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C. Refusal Conversion and Partial Responses

Efforts to gain cooperation from sample members during the field test included refusal conversion procedures. When a case initially refused to participate, the case was referred to a refusal conversion specialist. There were 182 initial refusals, 30 percent of the total 599 cases contacted. The refusal conversion specialists called the sample members to try to gain full cooperation with the interview. When full cooperation could not be obtained, an abbreviated interview (see appendix C) was attempted to obtain key information. Fifty percent (91 sample members) of the initial refusals were converted.

Of the 484 verified FTBs who were interviewed, full interviews were completed for 421 sample members, partial interviews were completed for 26 sample members, and abbreviated interviews were completed with 37. An interview was considered a partial interview if at least section B (enrollment information) of the main interview was completed, but not the full interview.

D. Field Locating and Interviewing

Field locating and interviewing results are displayed in **table 3.4** for the 102 cases assigned to the field. Two additional cases were assigned to field but were determined to be exclusions. Sixty-eight percent of the field cases were contacted, and 73 percent of those contacted in the field were interviewed.

Table 3.4–BPS:96/98 field interview response status by initial data collection disposition

Initial disposition	Total	Contacted		Interviewed, given contact[a]	
		Number	Percent	Number	Percent
Total	102	69	67.6	49	73.1
Field only	30	18	60.0	14	82.4
Refusal	23	18	78.3	3	16.7
Trace	22	8	36.4	8	100.0
Puerto Rico	27	25	92.6	24	100.0

[a]Percent is based on row Number Contacted, *excluding two ineligible cases*.

Note: Does not include two field cases that were determined to be exclusions, one in the field only group and one in Puerto Rico.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

The "field only" cases consisted of those going directly to the field, i.e., not worked in CATI. Of the 30 field only cases, 18 were contacted and 14 were interviewed. Review of the CATI refusals in early June identified 23 cases in close proximity to a field interviewer's geographic area. Refusal conversion was expected to be more effective when done in person. Only three of the cases resulted in conversions. Many of the cases were located too far from the interviewer's home base to warrant the costs associated with travel. Additional phone calls were not successful in securing an interview. An additional 22 cases were identified for whom no

viable phone number was obtained in CATI or intensive tracing and who were located either in the same state or a neighboring state as a field interviewer. Because these were the last to be assigned, there was very little time to work the cases. Cases located in close proximity to one another were resolved at a higher rate than those residing farther apart.

In addition, 27 (additional one identified as an exclusion) Spanish-speaking cases were assigned to the field (Puerto Rico), since most of these sample members were located in the same geographic area where a field interviewer was already conducting field locating and interviewing. The interviewer was able to administer the English CAPI in Spanish and interact with neighbors and family to obtain more current locating information. The interviewer completed a total of 24 interviews plus identified an additional exclusion. This clearly points to the critical importance of geographic clusters. Unlike the other field cases, the majority of these sample members lived in the same city or metro area, allowing for efficiencies of travel by the interviewer.

Greater geographic coverage along with a longer data collection period are expected to yield greater success in the full-scale field effort.

E. Interview Burden and Effort

The major variable expenses for CATI locating and interviewing involve interviewer time and toll charges, which are considered here. Telephone interviewer shifts were staffed to optimize likelihood of contact as well as toll charges. The time to administer the BPS:96/98 field test instrument, the hours per completed interview, the number of telephone calls, and analysis of help text use are presented in this section.

1. Timing

Time to administer the BPS:96/98 field test interview, overall and by section, as well as by NPSAS response status, is shown in **table 3.5**. Timing results by NPSAS:96 institution level and control are provided in **table 3.6**. The principal utility of the timing analyses is to provide empirical data on the time to administer the field test instrument in order to pinpoint inefficiencies and make appropriate modifications to the full-scale instrument.

The average administration time for the field test interview was 22 minutes. This is considerably less time than the 30 to 35 minutes estimated for the field test interview.[1] Given this figure, along with plans to eliminate a number of items asked in the field test, the average administration time for the full-scale interview is estimated to be 20 to 25 minutes.

[1] Average administration times for the BPS cohort members (i.e., verified FTBs) in the NPSAS:96 field test and full-scale interviews were 39 and 29 minutes, respectively. On average, the BPS:90/94 second follow-up interviews took 39 minutes for the field test and 33 minutes for the full-scale. The BPS:90/92 first follow-up field test and full-scale interviews took an average of 55 and 41 minutes, respectively.

Table 3.5–Average elapsed minutes to complete BPS:96/98 field test interview, by section and by NPSAS:96 response status

Section	Total		NPSAS respondent		NPSAS partial respondent		NPSAS nonrespondent	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total	421	22.1	370	21.1	35	26.7	16	33.9
A-Eligibility determination	461	0.5	408	0.0[a]	38	3.3[b]	15	5.7
B-Enrollment history	447	2.6	392	2.6	39	2.3	16	3.4
C-Enrollment experiences	433	4.5	381	4.4	37	4.8	15	5.1
D-Financial aid	432	1.9	379	1.9	37	2.3	16	2.7
E-Patterns of enrollment	428	1.6	375	1.6	37	1.8	16	2.3
F-Employment	429	3.9	376	4.0	37	3.4	16	4.2
G-Postsecondary experiences	422	2.9	372	2.8	34	3.7	16	3.9
H-Locating information	422	4.0	371	3.9	35	4.5	16	5.3

[a] Section A was skipped for NPSAS respondents.

[b] Some questions in section A were skipped for NPSAS partial respondents, based on preloaded information.

Note: Includes all cases for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data were available.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

On average, NPSAS:96 nonrespondents took 13 minutes longer to complete the interview than NPSAS:96 respondents. Half of that time was due to section A which was skipped by NPSAS respondents. The rest of the time was spread out fairly evenly over the seven remaining sections, with NPSAS nonrespondents taking roughly one-third longer per section than respondents.

The time for section B, enrollment history, was a considerable improvement over that in past interviews. The path of the interview allowed those who were continuously enrolled to skip the enrollment user exit (n=105). Their average time in section B was 0.8 minutes. For the rest of the respondents who were required to provide full enrollment information, the enrollment grid was simplified to ask for continuous spells rather than a term by term accounting. For those who went through the enrollment user exit (n=342), the enrollment grid took, on average, 1.7 minutes and their average section time was 3.1 minutes.

As shown in **table 3.6**, respondents at 4-year schools had the shortest times in section F while respondents at less-than-2-year schools took the longest. This was expected since the questions dealt with employment after graduating/leaving school and those enrolled in shorter programs were more likely to have completed school. These questions were skipped for those still enrolled. Respondents at less-than-2-year schools had faster times in section G. This may be due to their being asked the short series of questions about their job preparation rather than the longer sequence asking how often they did various education-related activities.

Table 3.6– Average elapsed minutes to complete BPS:96/98 field test interview, by section and by level and control of NPSAS:96 institution

Level	Control	Full interview		Section A[a]		Section B		Section C		Section D		Section E		Section F		Section G		Section H	
		Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total	Total	421	22.1	53	4.0	447	2.6	433	4.5	432	1.9	428	1.6	429	3.9	429	3.9	422	4.0
	Public	204	22.6	35	4.5	215	2.7	207	5.0	208	2.0	205	1.6	207	3.2	203	3.0	204	4.2
	Private, not-for-profit	141	20.7	13	3.4	148	2.6	142	4.3	141	2.0	142	1.5	142	3.3	141	3.0	141	3.9
	Private, for-profit	76	23.2	5	2.3	84	2.3	84	3.5	83	1.8	81	2.1	80	6.6	78	2.6	77	3.7
4-year	Total	243	20.5	28	4.0	251	2.5	246	4.8	246	2.0	247	1.4	246	2.2	243	3.1	243	4.1
	Public	119	20.6	16	4.8	125	2.5	122	4.9	123	2.0	123	1.4	122	1.8	119	3.1	119	4.3
	Private, not-for-profit	105	19.8	12	3.1	107	2.3	105	4.6	104	2.1	105	1.2	105	2.3	105	3.1	105	3.9
	Private, for-profit	19	23.3	0	0.0	19	2.9	19	4.8	19	2.0	19	2.1	19	4.4	19	3.2	19	3.9
2-year	Total	91	24.8	18	3.7	98	2.7	93	4.6	92	1.8	91	1.9	92	5.3	90	3.3	91	4.1
	Public	48	26.8	17	3.9	50	2.6	48	5.2	48	2.1	47	1.9	48	4.9	47	3.7	48	4.7
	Private, not-for-profit	28	22.4	0	0.0	32	3.1	29	4.1	29	1.6	29	2.1	29	5.1	28	3.0	28	3.6
	Private, for-profit	15	22.7	1	0.9	16	2.4	16	3.7	15	1.6	15	1.7	15	6.9	15	2.8	15	3.3
Less-than-2-year	Total	87	23.7	7	4.6	98	2.7	94	3.6	94	1.8	90	2.1	91	7.0	89	2.1	88	3.6
	Public	37	23.4	2	7.1	40	3.1	37	4.8	37	1.8	35	1.7	37	5.7	37	1.9	37	3.4
	Private, not-for-profit	8	27.3	1	7.4	9	3.8	8	2.3	8	1.6	8	3.1	8	10.3	8	1.8	8	3.9
	Private, for-profit	42	23.3	4	2.7	49	2.1	49	3.0	49	1.7	47	2.2	49	7.4	44	2.2	43	3.7

[a] NPSAS nonrespondents and partial respondents only (NPSAS respondents were not asked section A questions).

Note: Includes all cases for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data were available.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

Table 3.7 shows that students who attended multiple postsecondary schools took longer to complete the interview. Much of the additional time was spent in section B, completing the enrollment grid and answering additional questions for multiple schools. Their time in section F, employment after leaving/graduating and employment before postsecondary school, was significantly shorter, suggesting that those who had attended multiple postsecondary schools were often still enrolled, thus skipping over the post-enrollment questions.

Table 3.7–Average elapsed minutes to complete BPS:96/98 field test interview, by section and by number of postsecondary schools attended

Section	One school		More than one school	
	Number of cases	Average time	Number of cases	Average time
Total	292	21.2	129	24.0
A-Eligibility determination[a]	36	3.8	17	4.5
B-Enrollment history	307	2.0	140	3.9
C-Enrollment experiences	301	4.0	132	5.5
D-Financial aid	300	1.9	132	2.0
E-Patterns of enrollment	297	1.5	131	2.0
F-Employment	296	4.5	133	2.5
G-Postsecondary experiences	292	2.8	130	3.1
H-Locating information	292	3.9	130	4.1

[a] NPSAS nonrespondents and partial respondents only.

Note: Includes all cases for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data were available.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

2. Interviewer Hours

A total of 1,465.5 telephone interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain completed interviews from 375 sample members. This represents 3.91 hours per completed interview. Initially (for the first 150 completed interviews), the average number of hours per completed interview was approximately 2.0, but as the pool of potential respondents shrank the average time per interview increased steadily.

Since the time to administer the interview was 22 minutes, on average, the large majority of interviewer time was spent in other activities. A small percentage of this time was required to bring up a case, review its history, and close the case (with appropriate reschedule, comment, and disposition entry) when completed. The bulk of the time, however, was devoted to locating and contacting the sample member. Consequently, any attempts at marked improvement in interviewer efficiency must address greater efficiency in CATI locating and interviewing

(reflecting the considerable attention paid throughout this report to methods to improve efficiency).

3. Number of Calls

A total of 17,466 telephone calls were made during the field test, with an average of 22 calls per sample member. Those who were contacted (i.e., the interviewer spoke with the student in question), were phoned an average of 20 times. Those who were interviewed (partial and completed interviews) were called 16 times, on average. An average of 15 calls were made to those who completed the interview. **Table 3.8** shows the number of calls, including breakdowns by institution level and control.

Of the 17,466 calls made, roughly 35 percent reached an actual person, 26 percent reached an answering machine, and 39 percent were other non-contact calls (busy, ring no answer, fax line, pager, etc.).

4. Help Text

Online help text was available for every screen in the CATI/CAPI instrument. Having additional information available at the touch of a key was beneficial to interviewers, particularly at the beginning of the field test, to immediately alleviate any confusion with questions while still on the telephone with the respondent. Counters were used to determine the number of times each help screen was accessed, making it possible to identify items that were confusing to the interviewer and respondent. This information will be used to reword problematic questions, eliminating confusion and improving reliability in the full-scale study.

An analysis of the number of help text accesses revealed ten items for which the help text was accessed five or more times. These results are shown in **table 3.9**. Four of these items are income questions which, as expected, had high indeterminacy rates as well. Most of the income questions included conversion formulas in the help text in the event that the respondent knows, for example, his hourly wage but not his monthly earnings. One of the income items referred to "salary" but did not explicitly ask for an annual amount; adding the word "annual" to the question text is recommended to avoid confusion. Amount of monthly rent or mortgage payment may have been problematic for those living in dormitories; this item should be skipped for those living in school-owned housing. Future work plans and highest level of education ever expected involve speculation and may, therefore, have been difficult. The person who helped most during their first year of postsecondary school was ambiguous; respondents and interviewers were unclear whether the question referred to financial, emotional, or other type of support and accessed the help screen for clarification. It is recommended that intention be clearly stated in the question or this item be dropped from the full-scale instrument.

Table 3.8–Number of calls made to BPS:96/98 field test sample members by level and control of NPSAS:96 response institution

		Full CATI sample			Contacted cases[a]			Interviewed cases[b]			Completed interview cases		
Level	Control	Number of calls	Number of cases	Mean	Number of calls	Number of cases	Mean	Number of calls	Number of cases	Mean	Number of calls	Number of cases	Mean
Total	Total	17,466	785	22.2	12,242	599	20.4	7,868	478	16.5	6,603	443	14.9
	Public	7,004	354	19.8	5,108	280	18.2	3,432	231	14.9	2,779	216	12.9
	Private, not-for-profit	5,987	265	22.6	4,296	206	20.9	2,598	158	16.4	2,355	146	16.1
	Private, for-profit	4,475	166	27.0	2,838	113	25.1	1,838	89	20.7	1,469	81	18.1
4-year	Total	9,386	422	22.2	6,306	326	19.3	4,122	266	15.5	3,596	252	14.3
	Public	3,766	193	19.5	2,730	159	17.2	1,964	134	14.7	1,586	125	12.7
	Private, not-for-profit	4,406	186	23.7	2,854	141	20.2	1,845	113	16.3	1,697	108	15.7
	Private, for-profit	1,214	43	28.2	722	26	27.8	313	19	16.5	313	19	16.5
2-year	Total	3,492	167	20.9	2,807	129	21.8	1,781	105	17.0	1,505	94	16.0
	Public	1,385	77	18.0	1,064	60	17.7	757	53	14.3	592	50	11.8
	Private, not-for-profit	1,267	56	22.6	1,153	45	25.6	654	35	18.7	578	29	19.9
	Private, for-profit	840	34	24.7	590	24	24.6	370	17	21.8	335	15	22.3
Less-than-	Total	4,588	196	23.4	3,129	144	21.7	1,965	107	18.4	1,502	97	15.5
2-year	Public	1,853	84	22.1	1,314	61	21.5	711	44	16.2	601	41	14.7
	Private, not-for-profit	314	23	13.7	289	20	14.5	99	10	9.9	80	9	8.9
	Private, for-profit	2,421	89	27.2	1,526	63	24.2	1,155	53	21.8	821	47	17.5

[a]Contact with sample member was made.

[b]Includes partial interviews.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

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Table 3.9 – Items for which help text was accessed five or more times

Item	Description	Number of help text accesses	Rate of help text usage	Rate of indeterminate responses
C_ENRINC	Income from all jobs in most recent school year	10	4.7	21.0
D_EARNMM	Monthly earnings	7	3.4	4.8
D_HOUSE	Monthly rent/mortgage payment	6	1.4	4.9
E_PLNWRK	Plans for work in 97-98 academic year	5	1.2	1.4
F_INCAMT	Annual starting salary, first job after leaving/graduating	26	14.1	24.3
F_JOBSAT	Job satisfaction	5	0.4	2.2
F_LSTINC	Annual income for last job before starting postsecondary school	5	5.0	20.0
F_NUMJOB	Number of jobs upon leaving/graduating	5	2.4	0.5
G_HIGHED	Highest level of education ever expect to complete	7	1.7	6.9
G_WHOHLP	Who helped most during first year	19	5.8	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

F. Field Test Experiment

As mentioned in Chapter 2, an experiment was performed as part of the field test to evaluate the effect of (1) an advance student mailing several months prior to data collection, and (2) access to a BPS student home page on the WWW (including a BPS e-mail address) on locating and participation rates. The objective was to keep locating information current and to encourage students to participate in the BPS CATI interview.

The sample members were assigned to one of three experimental treatment groups (see appendix B for examples of mailing materials):

1) Control group. Students received no special treatment.

2) Letter only group. Students received an advance letter, the standard BPS study brochure, and an address correction/verification sheet.

3) Letter and home page group. Students were given the BPS e-mail address, a different advance letter and BPS brochure that advised them how to access the BPS:96/98 student home page, an address correction/verification sheet, and a BPS magnet which specified the Uniform Resource Locator (URL) for the student home page.

A randomized block experimental design was used to allow removal of the effects of differences between potential confounding variables (blocks) from analyses of differences between treatments (Group 1 versus Groups 2 and 3 together, and Group 2 versus Group 3).

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The blocks controlled for potential sources of differences in BPS response rates other than the treatment effects. After identifying blocks, treatments were randomly assigned to experimental units (sample members) within blocks.

The hypotheses being tested were that the experimental treatments would increase both locating and response rates, relative to the control group, and that these rates would be greater in the home page group than the letter-only group. The results, however, proved disappointing. Sample members were evenly divided among the three groups. Of the 262 "full treatment" sample members who were sent the URL for the BPS:96/98 student home page, there were a total of 13 "hits" to the Web site.[2] No e-mail was received from any of the sample members who were sent this information. No data were submitted using the address update sheet on the BPS:96/98 student home page. A small number of students who were part of the treatment groups did return update sheets by mail.

The first hypothesis, whether treatment had an effect on contacting, was first tested on Group 1 versus Groups 2 and 3 and then repeated for Group 2 versus Group 3. It was theorized that Groups 2 and 3 together would have higher contact rates than Group 1, and that Group 3 would have better contact rates than Group 2. In both cases, the analyses showed that treatment had no effect on contacting.

The next test was whether treatment had an effect on interviewing. Again it was thought that Groups 2 and 3 combined would have higher interviewing rates than Group 1, and that Group 3 would fare better than Group 2. Again, in both cases, the analyses showed that treatment had no effect on interviewing.

The advance mailing and student home page were found to be ineffective for this study and, given these results, it is recommended that both be eliminated from the full-scale study. Time and resources should be directed to more effective means of locating and interviewing sample members

[2] Multiple hits in the same day from the same IP address were only counted once.

Chapter 4 Evaluation of Data Quality

A. Reliability Reinterviews

As in previous BPS data collections, the BPS:96/98 field test included a reinterview, administered to a randomly selected subsample of BPS respondents in order to assess the short-term temporal stability of selected items. Across BPS data collections, the reinterview is designed to target new items, revised items, and items not previously evaluated either as part of a prior BPS reinterview or the NPSAS base year reinterview. Moreover, only data items that were expected to be stable for the time period between the initial interview and the reinterview (i.e., factual rather than attitudinal data) were selected.

BPS respondents who agreed to participate in the reinterview process were contacted eight to 14 weeks after completing the initial interview. A total of 73 respondents agreed to participate in the reinterview; of those, 67 (92 percent) completed the reinterview. In the tables shown below, respondent sample sizes vary due to applicability of the item and indeterminate responses.[1]

In the reinterview instrument, information from the initial interview was preloaded in order to ensure that reinterview questions were asked for the same school or the same job across the two interviews. Percent agreement and appropriate correlational analyses were used to estimate response stability between the two interview administrations. Lack of agreement (or low correlation) between responses from the same individuals reflects instability over short time periods due to measurement error. To the extent this occurs, items need to be deleted or revised prior to administration in the full-scale interview. In contrast, high indices of agreement suggest that interview responses were relatively free of measurement errors that cause response instability over short periods of time.

Items on the reinterview included nominal, ordinal, and continuous variables. Percent agreement was computed for nominal and ordinal variables based on the number of responses that were exactly the same in both interviews; for continuous variables, percent agreement was based on the number of paired matches within one standard deviation unit of each other. One of three relational statistics was used, depending on the properties of the particular variable: (1) Cramer's V statistic for items with discrete, unordered response categories, (2) Kendall's Tau coefficient for items with discrete, ordered response categories, and (3) Pearson's product moment correlation coefficient for the continuous measures such as number of dependents.

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[1]Analyses were restricted to cases with determinate responses in both the initial interview and the reinterview.

1. Enrollment Information

Reliability indices for enrollment information since the NPSAS:96 base year interview are presented in **table 4.1**. Reports of current enrollment at the last known school and of enrollment at any other postsecondary institution since the base year interview were highly stable across the two interview administrations, as measured both by the percent agreement and the correlational statistic. Similarly, temporal consistency was also fairly high, despite the small sample sizes, for transfer to another school, program completion, and enrollment in summer sessions. Reports of continuous enrollment, however, showed high percent agreement but somewhat lower temporal stability as measured by the correlational statistic (0.44), reflecting the sensitivity to small systematic changes of the responses examined.

Table 4.1–Reliability indices for enrollment since the NPSAS:96 base year interview

Data element considered	Number of cases	Percentage agreement	Relational statistic[a]
Still enrolled[b]	52	90.4	0.81
Transfer to another school[c]	27	88.9	0.75
Complete a program[d]	16	100.0	1.00
Enroll in summer sessions[e]	20	90.0	0.79
Continuous enrollment[e]	20	90.0	0.44
Enroll anywhere else[b]	55	98.2	0.92

[a]All statistics shown are Cramer's V statistics.

[b]Asked of respondents who had been enrolled as of the end of the NPSAS sample year.

[c]Asked of those not still enrolled at the last known school.

[d]Asked of those not still enrolled at and who did not transfer from last known school.

[e]Asked of those still enrolled at the last known school.

Note: Respondent sample sizes vary due to applicability of the item and indeterminate responses. Analyses were restricted to cases with determinate responses in both interviews. Percentage agreement is based on the number of responses that were exactly the same in both interviews.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

2. Personal and Work Characteristics while Enrolled

Table 4.2 contains measures of response consistency for current marital status, number of dependents, and work characteristics during the current enrollment period if the respondent is currently enrolled, or during the most recent enrollment period for those no longer enrolled. Temporal stability for current marital status and number of dependents was very high based on both percent agreement and the relational statistic. Lower percent agreement and the corresponding relational statistic for the item asking about access to the Internet, although still fairly high, may reflect changes in respondent access over time, particularly if the respondent was first interviewed on campus and reinterviewed while at home on summer vacation.

Table 4.2–Reliability indices for personal and work characteristics while enrolled

Data element considered	Number of cases	Percentage agreement	Relational statistic
Marital status still same[a]	67	97.0	0.85[b]
Marital status now[c]	6	100.0	1.00[b]
Number of dependents[a]	67	89.6[d]	0.94[e]
Access to Internet[a]	67	79.1	0.58[b]
Time worked during enrollment[f]	49	69.4	0.78[g]
Time worked during vacation[f]	50	58.0	0.57[g]
Importance of job to financing education[h]	21	90.5	0.90[g]

[a]Asked of all respondents.
[b]Indicates a Cramer's V statistic.
[c]Asked of those whose marital status had changed since the NPSAS interview.
[d]Percent agreement based on the number of paired matches within one standard deviation unit of each other.
[e]Indicates a Pearson correlation statistic.
[f]Asked of those who were enrolled since the NPSAS interview.
[g]Indicates a Kendall's Tau-b coefficient.
[h]Asked only if there was an exact match between original and reinterview responses to the time worked questions, with no indeterminate responses.

Note: Respondent sample sizes vary due to applicability of the item and indeterminate responses. Analyses were restricted to cases with determinate responses in both interviews. Except where noted, percentage agreement is based on the number of responses that were exactly the same in both interviews.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

Among those who worked either while enrolled or during vacations, temporal stability of responses reporting the importance of work to financing the respondent's education was also very high. Questions asking about the amount of time worked by the respondent both while enrolled and during vacations showed only fair temporal stability both in terms of the percent agreement and the relational statistics. This is probably due to the nature of the response options offered respondents–that is, respondents were asked to report whether they worked none, some, most or all of the time during enrollment and during vacations. Respondents might have had difficulty differentiating working "some of the time" from working "most of the time." For the full-scale interview, there will be only three response options for this item: none, some, and all of the time.

3. Student Loans and Expenses

Items pertaining to respondents' borrowing plans, repayment history, and current monthly expenses were also evaluated during the field test reinterview, and the results are shown in **table 4.3**. Percent agreement for items asking about borrowing was high, with consistent relational statistics for borrowing for future education and current repayment of loans. The relatively lower relational statistic for the item asking about loans already repaid, together with observations of the

administration of the item during interviewing, identified potentially vague wording that will be revised for the full-scale interview.

Table 4.3–Reliability indices for student loans and expenses

Data element considered	Number of cases	Percentage agreement	Relational statistic
Borrowing for future education[a]	62	87.1	0.71[b]
Repaid loan(s)[c]	39	89.7	0.54[b]
Currently repaying loan(s)[c]	40	87.5	0.75[b]
Monthly housing cost[a]	62	59.7[d]	0.88[e]
Monthly installment loan(s)[a]	61	47.5[d]	0.64[e]

[a]Asked of all respondents.

[b]Indicates a Cramer's V statistic.

[c]Asked only of students who have/had student loans.

[d]Percent agreement based on the number of paired matches within one standard deviation unit of each other.

[e]Indicates a Pearson correlation statistic.

Note: Respondent sample sizes vary due to applicability of the item and indeterminate responses. Analyses were restricted to cases with determinate responses in both interviews. Except where noted, percentage agreement is based on the number of responses that were exactly the same in both interviews.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

B. Indeterminate Responses

Allowances were made in the CATI /CAPI interview to accommodate responses of "don't know" and refusal to every item, by special keyed entry (i.e., F3 and F4) by the interviewers. Refusal (RE) responses to interview questions are most common for items considered sensitive by the respondent, while "don't know" (DK) responses may result from a number of potential circumstances. The most obvious reason a respondent will offer a DK response is that the answer is truly unknown or in some way inappropriate for the respondent. DK responses may also be evoked (1) when question wording is not understood by the respondent, without explanation by the interviewer; (2) when there is hesitancy on the part of the respondent to provide "best guess" responses, with insufficient prompting from the interviewer; and (3) as an implicit refusal to answer a question. RE and DK responses introduce indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analysis; to the extent possible, they need to be reduced.

Summaries of DK and RE responses for the BPS:96/98 field test are provided, by interview section, in **table 4.4**. Item refusal rates were extremely low for the entire interview, with only two sections, D and H, evoking refusal responses on more than ten percent of the items. These sections have historically produced higher refusal rates than any other interview sections. Section D collects respondent financial information including financial aid, loan repayment, and monthly debts. Section H collects contact information for future follow-up

interviews. Some of the information collected, such as driver's license and Social Security numbers, tend to be considered personal and are typically refused at higher rates than other items. The maximum number of refusals (16) and percentage (64 percent) were both observed in section H.

DK rates were also very low for the interview, evoking DK responses in less than 25 percent of interview items. The highest rate of DK responses was observed in section G, which collected information about the respondent's experiences during the first year of postsecondary education. Two items in section G evoked high numbers of DK responses. The first asked who helped the respondent most during his/her first year of study. The second asked about the respondent's plans for additional postsecondary study. The section F item asking about income for the first job held after postsecondary education evoked the highest number of DK responses (39 percent), most likely as an implicit refusal to respond, while address information for the second parent (when they do not reside together) evoked the highest rate of DK responses (55 percent).

C. Order Effects

The BPS:96/98 field test interview asked sample members for frequency ratings (i.e., never, sometimes, often) for each of ten subitems pertaining to activities and experiences during the respondent's first year of study at the NPSAS school. Responses to such "ratings questions" can be contaminated by changes in response propensities for individual subitems depending upon the order in which they are administered. These changes can result from general factors (such as the respondent becoming familiar with the response options or the tendency for responses to become less extreme over a sequence of rankings), or from factors more specific to the subitems themselves (such as changes in the interpretation of the meaning of a particular subitem within the context of previously administered subitems).

To control for order effects in the administration of this item, sequential subitems were presented to respondents in the field test with a random start point within the sequence. Prior to data collection, starting points were allocated randomly in an attempt to equalize the distribution of start points of those who responded. Within the ten subitems, the joint distributions of responses by different random start points were examined using the χ^2 test of independence. A significant value of the χ^2 statistic indicates differential conditional distributions and suggests order effects. Because multiple tests were to be performed, a significance level of .005 was adopted.

Table 4.4–Summary of indeterminate responses to questions by interview section

Interview section	Number of items in section	Refusal responses				"Don't know" responses			
		Items with any refusal responses		Per item refusals		Items with any "don't know" responses		Per item "don't know"	
		Number	Percent[a]	Maximum number	Maximum percent[b]	Number	Percent[a]	Maximum number	Maximum percent[b]
Total	818	70	8.6	16	64.3	172	21.0	39	54.5
A	117	3	2.6	5	1.2	8	6.8	4	33.3
B	81	1	1.2	1	0.3	5	6.2	11	6.8
C	147	14	9.5	4	8.3	35	23.8	37	29.8
D	62	9	14.5	9	4.1	17	27.4	25	1.7
E	92	1	1.1	1	0.7	11	12.0	18	6.3
F	136	5	3.7	6	5.0	34	25.0	39	21.1
G	56	0	0.0	0	0.0	21	37.5	29	6.9
H	127	37	29.1	16	64.3	41	32.3	30	54.5

[a] Percent is based on number of items in the section.

[b] Percent is based on number of cases for whom the question was applicable (i.e., reaching the point in the interview, not legitimately skipped, and not determined "not applicable"). It should be noted that, under this definition, the maximum percentage reported may not correspond to the same question as maximum count reported.

Note: Statistics are provided for the number and percentage of items within each section for which any refusal (RE) or don't know (DK) response was given, and for maximum item-level RE and DK counts and rates for respondents. Respondent-based rates are calculated only for those sample members for whom each item was applicable and asked; as such, maximum counts and rates do not necessarily apply to the same items.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

Analytic results are shown in **table 4.5**. Up to 328 respondents (restricted to those respondents who provided a determinate response for the subitem) contributed to each analysis, with approximately 33 cases per random start point.[2] The χ^2 values were distributed around the expected value (equivalent to the degrees of freedom, 18) of the applicable χ^2 distribution, suggesting no major order effects. So as to account for possible order effects, random start points will continue to be used for administration of the item in the full-scale interview.

Table 4.5–Summary of analyses for order effects in items regarding frequency of specific school-associated activities and events

Activity	Chi-square value
Prepare for classes in advance	16.2
Study, or work on class projects, with other students	9.4
Have classes taught by graduate students	19.4
Use a personal computer	18.6
Prepare more than one day before final exams	14.6
Have courses that consisted only of lectures	14.3
Have to write papers for courses	18.8
Have to use the library to find information	11.8
Have to write essay answers as part of exams	29.0
Receive lower grades than expected	38.2[a]

[a]$p \leq .005$

Note: Separate χ^2 analyses were conducted for each activity listed, examining the joint distribution of random start point by response option. With 10 possible starting points and three response options, degrees of freedom were 18 for all χ^2 values. Expected cell frequencies less than five were observed in eight of the ten analyses, including one case for which the χ^2 value was statistically significant (received lower grades than expected). This significant result is assumed to be artifactual since the effect of low expected frequencies is to artificially inflate the χ^2 statistic.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

D. Upcoding "Other, Specify" Items

Typically, respondents choose "other, specify" options when existing response options are incomplete or when the meaning of an item is misunderstood. "Other, specify" also may be selected by the interviewer when it is unclear how a particular response may be categorized into existing response options. In the BPS:96/98 field test interview, particular items included, in addition to the fixed response options, the "other, specify" option. In most cases, use of the

[2]Some group size inequalities resulted from the random variation in the random start point assignment process.

"other, specify" option was restricted to items for which additional fixed response options would be needed for administration of the same items in the full-scale interview, that is, new, explicit response categories would be added to selected items based on the distribution of responses obtained in the field test.

Subsequent to data collection, all "other, specify" responses were evaluated for possible manual recoding into existing categories, or into new categories created to accommodate responses of high frequency, through a process known as "upcoding." **Table 4.6** contains a summary of the upcoding results obtained for the field test interview. Relatively few respondents selected the "other, specify" response option for any one item. Of the 41 respondents taking licensing exams, none used the "other, specify" option, suggesting that the categories provided were adequate to cover the range of licensing exams required.

Table 4.6–Summary of upcoding for "other, specify" items

Item	Number of "other, specify" responses	Percent of "other, specify" responses[a]	Number of responses upcoded	Percent of responses upcoded[b]
Other race	25	4.9	4	16.0
Other licensure exam	0	0.0	N/A	N/A
Other method of transportation to campus	14	4.3	7	50.0
Other primary reason for enrolling at current school	53	51.5	4	7.5
Other activities prior to start of postsecondary education	24	7.6	8	33.3
Other reason for leaving school	60	19.7	0[c]	0.0
Other reason to pursue education beyond high school	67	23.1	42	62.7
Other reason for attending more than one school	2	66.7	0	0.0
Other reason for taking time off from school	55	20.8	26	47.3
Other reason to transfer from last known school	32	14.5	17	53.1
Other method used to find job	37	20.0	22	59.5
Other job search strategies	5	6.7	0	0.0
Other person who helped most in first year	45	13.6	6	13.3

[a]Percentage based on the total number of cases for whom the item was applicable.
[b]Percentage based on the number of "other, specify" responses.
[c]Problems with the programming code prevented text strings from being stored for upcoding.

Note: Analyses based on all cases indicating "other" as the response to a particular item, regardless of whether a response was subsequently specified.

Source: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students:96/98.

Some of the items with relatively higher percentages of "other, specify" responses were those identifying reasons for different patterns of enrollment in section E: reasons for leaving school, pursuing education beyond high school, attending more than one school, taking time off from school, and transferring from the last known school. A large percentage of "other specify" responses was obtained for "primary reason for enrolling at current school," suggesting the item did not have appropriate response categories. For those responses that could not be upcoded into existing categories, the text strings were used to create additional categories to be used in the full-scale interview.

E. CATI Quality Circles

Regularly scheduled quality circle meetings, during which interviewers, supervisors, and project technical staff met to discuss operational issues, were planned components of the field test operations and evaluation. The purpose of the meetings was to provide an open forum for discussion of issues pertinent to locating and contacting respondents, and conducting CATI interviews. Telephone interviewers attended the quality circle meetings on a rotating basis so that all staff had the opportunity to attend at least one meeting every three weeks. Summaries of discussions and decisions were promptly distributed to all telephone interviewers and their supervisors so that those who did not attend the meeting could also benefit.

Some of the issues covered in quality circle meetings for the field test included:

- *Instrument item wording and logic:* Ambiguous items, such as income while enrolled, were discussed, and concerns about the instrument path logic were addressed, resulting in modifications made to the instrument based on telephone interviewer input. An example clarification was that the years of 94-95 refer to the 1994-1995 school/academic year, rather than the period from 1/94 to 12/95.

- *User exits*: Early in data collection, interviewers encountered some difficulties maneuvering within the CATI user exit screens. The addition of online help text for user exits, including information about moving around the screen, along with increased user exit training, is recommended for the full-scale study.

- *Help text*: This feature provides additional explanation for each item. Interviewers used this to verify the intent of an item in the instrument. Interviewers could also access student information with the F1 function key. An online calculator was added to facilitate computation of respondents' salaries.

- *Locating information*: The need to gather correct locating information in section H was emphasized. Proper ways of gathering locating information were explained further. The locating process was refined (for maximal full-scale study benefit) based on problems identified during the field test data collection period.

- Due to a small sample size, the scheduler set frequent call backs, resulting in a very high average number of calls per completed interview.

F. Quality Control Monitoring

Monitoring telephone data collection serves a number of goals, all aimed at maintaining a high level of data quality. These objectives are to obtain information about the interview process that can be used to improve the design for the full-scale study; to provide information about the overall data quality; to improve interviewer performance by reinforcing good interviewing behavior and discouraging poor behavior; and to detect and prevent deliberate breaches of procedure, such as data falsification.

CATI monitoring was conducted during the BPS:96/98 field test data collection using the RTI telephone monitoring system. The system provides for sampling of interviewers and interview items during CATI operations. Monitors listen to and simultaneously view the progress of the interview on screen, using remote monitoring telephone and computer equipment. They record their observations on laptop computers which contain computerized monitoring forms.

Monitors listened to up to twenty questions during an ongoing interview and, for each question, evaluated two aspects of the interviewer-respondent interchange: whether the interviewer delivered the question correctly and keyed the appropriate response. Each of these measures was quantified and daily, weekly, and cumulative reports were produced. Monitoring took place during the first seven weeks of the field test and a total of 279 items were monitored during that time. While this sample is too small to draw conclusions, the general trend was a high number of errors in question delivery initially, tapering down as interviewers were retrained and gained experience. The number of CATI entry errors was quite low throughout the course of monitoring.

G. Recommendations for the Full-Scale Study

After completion of field test data collection and prior to the Technical Review Panel (TRP) meeting, TRP members were called by telephone interviewers to experience the CATI instrument first-hand. These interviews, along with discussion at the TRP meeting, resulted in a number of valuable recommendations for the full-scale study. Some suggested instrument revisions included item wording changes: removing references to "allowance," changing "importance of job in financing education" to "could you have attended school if you had not worked," and limiting pre-enrollment questions to the five years prior to enrolling. It was suggested that the series of financial aid questions be replaced by a set of yes/no questions by academic year, addressing grants/scholarships, student loans, work study, and employer tuition aid. Response option modifications and clarifications for a number of items, particularly new items for which there were incomplete response categories, are expected to improve data quality and efficiency in the full-scale data collection. Questions with many response categories should be given extra attention during interviewer training. Elimination of a number of items was suggested: date left school (available from enrollment grid), *greatest* obstacle to staying in school the first year, person who helped most during first year of postsecondary school, frequency of advance preparation for classes, and frequency of preparing more than one day in advance of final exams.

A higher response rate than that achieved in the field test is imperative to the success of the full-scale study. Recommendations for improving the response rate include an advance mailing to parents to gain their cooperation, better locating of respondents through the use of an in-house specialized tracing operation, a shorter interview (20 to 25 minutes rather than the 30 to 35 minutes advertised for the field test), use of the abbreviated instrument when the interviewer believes it is the last opportunity to gain cooperation from the student, a greater proportion of

experienced interviewers including a specially trained group of refusal converters, and the identification of difficult cases (e.g., NPSAS nonrespondents) who will be handled only by experienced interviewers, refusal converters, or sent to field interviewers.

The evaluation of the BPS:96/98 field test allows the opportunity for positive adjustments to the design and implementation of the study. The full-scale survey will reap the benefits of this evaluation. Given the longitudinal nature of the BPS series, later studies should also receive direct benefit from the BPS:96/98 field test.

Appendix A
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Appendix B
Mailing Materials Used Prior to and During Data Collection

Introductory Letter From Commissioner of Education Statistics B-3
BPS Study Brochure Standard Version B-5
BPS Study Brochure Experiment Version B-7
Experiment Letter Partial Treatment B-9
Experiment Letter Full Treatment B-10
Address Update Sheet B-11
Letters/Materials Sent to Select Sample Members During Data Collection B-12

INTRODUCTORY LETTER

March 1997

<NAME>
<ADDRESS>
<CITY, STATE, ZIP>

Dear <NAME>:

You have been selected to participate in an important study of students, the *Beginning Postsecondary Students (BPS) Longitudinal Study*. Research Triangle Institute (RTI), a nationally recognized research company located in North Carolina is conducting this study for the National Center for Education Statistics (NCES), of the U.S. Department of Education. *BPS* is the first followup of the National Postsecondary Student Aid Study (NPSAS) conducted in 1995.

Your participation is important to the success of *BPS* and adds great value to education research and policy making. As you may remember, only a limited number of individuals were selected for the study. Therefore, you and each of the others selected represent hundreds of similar students who first entered a college or vocational school at the same time you did. The information provided through *BPS* serves as a vital resource for educators and policymakers as they address issues concerning the quality of education, the effect of that education on the lives of individuals, and the most productive way to support participation in postsecondary schools.

An interviewer from RTI will call to conduct a telephone interview with you sometime in the near future. During the interview you will be asked questions about such things as your education, the school(s) you attended or are attending, your employment experiences both while in school and after, how you financed your education, and your goals and aspirations. NCES and its contractors adhere to strict confidentiality standards in protecting the privacy of individuals involved in our studies. Stringent measures are in place to safeguard the confidentiality of participants during the collection, analysis, and reporting of all survey data.

NCES is authorized by federal law (P.L. 103-382) to conduct the *Beginning Postsecondary Students Longitudinal Study*. *BPS* collects data about the education and employment experiences of people who have continued their schooling after high school. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse. Data will be combined to produce statistical reports for congress and others. No individual data will be reported. Your participation is strictly voluntary. However, we do need your help in collecting these data, as you were selected to represent thousands of others like yourself. Your responses *are necessary* to make the results of this study accurate and timely.

INTRODUCTORY LETTER, PAGE 2

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1880-0631, and it is strictly voluntary. The time required to complete this information collection is estimated to average 35 minutes/32 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of the form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208.

Enclosed you will find a brochure with a brief description of *BPS* as well as greater detail about how you were selected and the confidentiality procedures which are in place. If you have any questions about the study or would like to set up an appointment to be interviewed, please call Marti Nash at RTI. The toll-free number is 1-800-647-9674.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

Pascal D. Forgione
Commissioner

NOTE: Arrangements have been made to allow the participation of persons who are hearing or speech impaired. Call us (toll free) at 1-800-647-9659 (TDD).

Enclosure

WILL MY ANSWERS BE KEPT CONFIDENTIAL?

Current federal laws and regulations require strict confidentiality of all information obtained from the ***BPS*** study as well as from the earlier National Postsecondary Student Aid Study (NPSAS). These include the Privacy Act of 1974 [5 USC 552a], Privacy Act Regulations [34 CFR Part 56b], the National Education Statistics Act of 1994, the Computer Security Act of 1987, NCES Restricted Use Data Procedures Manual, and the NCES Standards and Policies. These data will be combined to produce reports for Congress and others. No person may use this information for other than statistical purposes. Any other use is a violation of Federal Law and is subject to heavy fines and imprisonment.

Specific procedures we have implemented include

- All project staff with any access to study data have taken an oath of nondisclosure which subjects them to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files, and all personally identifying information are in files separate from files containing descriptive information.
- Any data released to the general public (for example, statistical tables) will be tailored so that it is not possible to identify specific individuals or schools.

These procedures have been reviewed and approved by the federal government and by the RTI Committee for the Protection of Human Subjects.

ORGANIZATIONS ENDORSING BPS:

American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Council on Education
Career College Association
College Board
National Accrediting Commission of Cosmetology Arts & Sciences
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of State Universities and Land Grant Colleges
National Association of Student Financial Aid Administrators

WHERE DO I GET MORE INFORMATION?

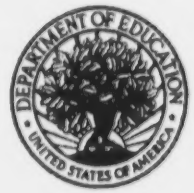
If you have any questions or concerns about the confidentiality of any information that you provide for this study, or about any other aspects of this study, please do not hesitate to call the following person(s) toll free:

RTI Project Director:
Mr. Dan Pratt, 1-800-334-8571
RTI Data Collection Manager:
Ms. Janice Kelly, 1-800-334-8571

If you have questions about your rights as a participant, contact Dr. Linda Sheldon at 1-800-334-8571. If you have additional questions, you may also call the NCES Project Officer, Mr. Larry Bobbitt, at (202) 219-1931.

QUESTIONS AND ANSWERS ABOUT THE

Beginning
Postsecondary
Students Longitudinal Study



Conducted for
National Center for Education Statistics
U.S. Department of Education

Conducted under contract by
Research Triangle Institute
Research Triangle Park, NC 27709-2194
Telephone: 1-800-647-9674

April 1997

BEST COPY AVAILABLE

QUESTIONS AND ANSWERS ABOUT THE BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY (BPS)

You have been chosen to participate in an important study of postsecondary education, called the ***Beginning Postsecondary Students Longitudinal Study***. In this brochure, we answer the most common questions people ask us about the survey.

WHAT IS THE BPS LONGITUDINAL STUDY?

The ***BPS*** Longitudinal Study is designed specifically to collect data related to persistence in and completion of postsecondary education programs; relationships between work and education efforts; and the effect of postsecondary education on the lives of individuals.

The current ***BPS*** Longitudinal Study is made up of people who first entered education after high school in the 1994/95 academic year. These students were part of the National Postsecondary Student Aid Study (NPSAS). NPSAS includes everyone in postsecondary education, regardless of age or level of postsecondary enrollment. For ***BPS***, students included in NPSAS who had just started their postsecondary education will be interviewed at two- or three-year intervals throughout their education and into the work force.

WHY IS BPS CONDUCTED?

Congress and other policymakers use ***BPS*** when they consider how new legislation will affect college students and others in postsecondary education. The kind of questions that are often asked include:

- What percentage of beginning students complete their degree programs, and why is it not higher?
- What are the factors that prevent students from completing their programs, and what can be done to help them?
- Do students receiving financial aid do as well as those who do not? Would it be better if the amount of financial aid were increased?

HOW IS THE STUDY DONE?

The ***BPS*** First Followup field test is being conducted in the spring/summer of 1997. A separate full survey, involving different students, will occur in the spring/summer of 1998. The study will involve more than 12,000 students from more than 800 institutions.

BPS includes a computer-assisted telephone interview (CATI) to collect information on education, work, and related experiences during the interval since the NPSAS survey. The extremely high degree of cooperation from ***BPS*** sample members in past ***BPS*** studies has served to make this one of the most useful longitudinal studies conducted by NCES. Your participation is strictly voluntary.

WHO IS DOING BPS?

The study is being conducted for the U.S. Department of Education's National Center for Education Statistics (NCES) under contract by the Research Triangle Institute (RTI). RTI is a not-for-profit research organization in North Carolina. RTI is being assisted in the study by MPR Associates, located in Berkeley, California. BPS is authorized by federal law [PL103-382].

SOME FINDINGS FROM THE PREVIOUS BPS STUDY:

- 50% of the beginning students completed a degree or certificate within five years
- 13% were still enrolled after five years and had not completed a degree
- 37% had not completed any degree and were no longer enrolled after five years
- 58% of beginning students received financial aid; students who received aid were more likely to finish their degree programs in five years than those who did not receive aid
- beginning students who did the following were more likely to complete their degree programs:
  - started college immediately after high school
  - attended full time
  - enrolled continuously in all terms
- 29% of beginning students left the college where they started and transferred elsewhere; those who transferred were just as likely to complete a degree program as those who did not transfer
- 92% of the beginning students held a job at some time while they were enrolled. Working less than 20 hours a week while enrolled did not have an adverse effect on degree completion.

WILL MY ANSWERS BE KEPT CONFIDENTIAL?

Current federal laws and regulations require strict confidentiality of all information obtained from the ***BPS*** study as well as from the earlier National Postsecondary Student Aid Study (NPSAS). These include the Privacy Act of 1974 [5 USC 552a], Privacy Act Regulations [34 CFR Part 56b], the National Education Statistics Act of 1994, the Computer Security Act of 1987, NCES Restricted Use Data Procedures Manual, and the NCES Standards and Policies. These data will be combined to produce reports for Congress and others. No person may use this information for other than statistical purposes. Any other use is a violation of Federal Law and is subject to heavy fines and imprisonment.

Specific procedures we have implemented include:

- All project staff with any access to study data have taken an oath of nondisclosure which subjects them to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files, and all personally identifying information are in files separate from files containing descriptive information.
- Any data released to the general public (for example, statistical tables) will be tailored so that it is not possible to identify specific individuals or schools.

These procedures have been reviewed and approved by the federal government and by the RTI Committee for the Protection of Human Subjects.

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QUESTIONS AND ANSWERS ABOUT THE

Beginning Postsecondary Students Longitudinal Study

Conducted for:
National Center for Education Statistics
U.S. Department of Education

Conducted under contract by:
Research Triangle Institute
Research Triangle Park, NC 27709-2194

Visit our web site at http://public.rti.org/bps
E-Mail: bps@rti.org
Telephone: 1-800-647-9674

April 1997

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- 92% of the beginning students held a job at some time while they were enrolled. Working less than 20 hours a week while enrolled did not have an adverse effect on degree completion.

EXPERIMENT LETTER PARTIAL TREATMENT

December 1996

<NAME>
<ADDRESS>
<ADDRESS 2>
<CITY, STATE, ZIP>

Dear <NAME>:

You have been selected to participate in the *Beginning Postsecondary Students (BPS)* Longitudinal Study. Research Triangle Institute is conducting this study for the National Center for Education Statistics (NCES) of the U.S. Department of Education. *BPS* is the first followup of the National Postsecondary Student Aid Study (NPSAS) conducted in 1995.

Your participation is important and adds great value to education research and policy making. Thousands of students across the country have taken part in past *BPS* studies, and we sincerely hope that you will continue to do so as well. The information provided through *BPS* serves as a vital resource for educators and policymakers as they address issues concerning the quality of education, the effect of that education on the lives of individuals, and the most productive way to support participation in postsecondary education.

In NPSAS, we obtained information on how to contact you so that you could continue to take part in this important study. We are now gathering current telephone and address data to prepare for the *BPS*. Please take the time to verify, correct, or update the information on the enclosed update sheet, especially if what we have is not correct, or if you plan to move before July 1997. **Please return it to Research Triangle Institute in the enclosed postage-paid envelope within two weeks.**

An interviewer from RTI will call to conduct a telephone interview with you sometime during the period April through June, 1997. During the interview you will be asked questions about such things as your education, the school(s) you attended or are attending, your employment experiences both while in school and after, how you financed your education, and your goals and aspirations.

Enclosed you will find a brochure with a brief description of *BPS* as well as greater detail about the confidentiality procedures which are in place. If you would like more information about *BPS*, please call Janice Kelly or me at the following toll-free number: 1-800-334-8571.

We thank you for your participation and wish you a safe and happy holiday season.

Sincerely,

Dan Pratt
BPS Project Director, RTI

EXPERIMENT LETTER FULL TREATMENT

December 1996

<NAME>
<ADDRESS>
<ADDRESS 2>
<CITY, STATE, ZIP>

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We are excited about the BPS, and we invite you to visit the BPS home page at **http://public.rti.org/bps** to learn more about this study. The BPS home page also provides you with access to other useful and interesting information, such as employment resources and undergraduate- and graduate- school information. You may correspond with us directly using the home page or reach us by electronic mail at **bps@rti.org**.

In NPSAS, we obtained information on how to contact you so that you could continue to take part in this important study. We are now gathering current telephone and address data to prepare for the *BPS*. Please take the time to verify, correct, or update the information on the enclosed update sheet, especially if what we have is not correct, or if you plan to move before July 1997. **Please return it to Research Triangle Institute in the enclosed postage-paid envelope within two weeks.**

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We thank you for your participation and wish you a safe and happy holiday season.

Sincerely,

Dan Pratt

BPS Project Director, RTI

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY (ADDRESS UPDATE SHEET)

BPS 6739

Participant Address and Telephone Information

*A. This is the address and telephone number we have as your **local or school address and telephone number**. If not currently correct, **please update** in the space provided.*

Name:

Address:

Home phone: (____) _____ Work: (____)

Please check here if all information pre-printed in this section is currently correct.
Please check here if you have only one address and enter that address below as your permanent address.

*B. This is what we have as your **permanent address and telephone number**. If not currently correct, **please update** in the space provided.*

Name:

Address:

Home phone: (____) _____ Work: (____)

Please check here if all information pre-printed in this section is currently correct.

C. Please provide us with information on the best times (in your time zone) and dates for us to call.

a. Best time to call (in your time zone): ____:____ am pm *through* ____:____ am pm

b. Which days are best for us to reach you? Sun Mon Tues Wed Thur Fri Sat

c. Is there a particular date or range of dates on which you'd like to be contacted?
(We expect to begin interviewing in mid-April of 1997 and continue through June.)
April _____
May _____
June _____

D. If you have an electronic mail address that we can use to contact you, please provide it below.

Electronic Mail Address:

Thank you for your cooperation and participation. This information is strictly confidential.
Please return this page in the enclosed postage paid envelope.

BEST COPY AVAILABLE

LETTER TO THOSE WITH KNOWN ADDRESS BUT NO PHONE

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

We have been trying to contact you concerning the *Beginning Postsecondary Students (BPS)* Longitudinal Study which we are conducting for the U.S. Department of Education's National Center for Education Statistics. Let me reassure you that this study is quite important, since results will be used to determine how student participation in higher education can be better supported and encouraged.

Unfortunately, we have been unable to reach you by telephone. Since you may not have access to a telephone at this time and because your input is of great significance to the *BPS* study, we would like to suggest several alternatives that may enable you to take part in the study:

1) If you now have a home or work telephone number, please print your current telephone information on the enclosed interview information sheet, return it in the postage paid envelope, and an interviewer will call you.
2) If you would prefer that an interviewer call you at another location (e.g., the home of a parent, relative, friend), please indicate the telephone number for that person in the spaces on the enclosed interview information sheet. Be sure to include the date(s) and time(s) that you can be contacted at the number.
3) Is a neighbor's phone or any public phone convenient? If so, you may place a toll-free call to Marti Nash Monday through Friday anytime between the hours of 9:00 AM and 11:00 PM Eastern time. You may also call on Saturday between 9:00 AM and 9:00 PM or Sunday between 2:00 PM and 9:00 PM Eastern time. Select the most convenient time for you to complete the interview. The toll-free number is 1-800-647-9674.

The interview will take approximately 30 minutes to complete. We thank you for your continued participation in this important study. Your responses are truly needed to make study results accurate and timely.

Sincerely,

Daniel J. Pratt
BPS Project Director

[Student id]

BPS 96/98 INTERVIEW INFORMATION SHEET

If you have a home or work telephone at which we may contact you, please enter it below:

Home phone: ( ) -

Work phone: ( ) -

OR

If you currently do not have a telephone at your home or place of work, but you can be reached at the home of a parent, other relative, or friend, please provide that phone number below:

Other phone: ( ) -

Within the next two weeks, what dates and times do you expect to be at this telephone number?

Date(s): _____

Time(s): _____

OR

Call Marti Nash at **1-800-647-9674**

Monday through Friday between 9:00am and 11:00pm EDT
Saturday between 9:00am and 9:00pm EDT
Sunday between 2:00pm and 9:00pm EDT

Thank you for your cooperation and participation. This information is strictly confidential. Please return this page in the enclosed postage paid envelope.

LETTER TO THOSE NOT RESPONDING TO PREVIOUS MAILING

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

Recently we sent you a letter asking for your participation in the *Beginning Postsecondary Students (BPS)* Longitudinal Study which we are conducting for the U.S. Department of Education's National Center for Education Statistics.

To facilitate your participation in the study, we have enclosed the BPS Self-Administered Interview for you to complete. We have included instructions with the Self-Administered Interview.

Your participation is strictly voluntary, and your participation and any answers you may provide will not affect any financial aid or other benefits you may receive. Let me reassure you that this study is quite important, since results will be used to determine how student participation in higher education can be better supported and encouraged.

We thank you for your participation in this important study. Your responses are truly needed to make study results accurate and timely.

Sincerely,

Daniel J. Pratt
BPS Project Director

LETTER TO THOSE WILLING TO DO ABBREVIATED INTERVIEW BY MAIL

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

Thank you for your willingness to participate in the *Beginning Postsecondary Students (BPS)* Longitudinal Study which we are conducting for the U.S. Department of Education's National Center for Education Statistics.

To facilitate your participation in the study, we have enclosed the BPS Self-Administered Interview for you to complete. We have included instructions with the Self-Administered Interview.

Your participation is strictly voluntary, and your participation and any answers you may provide will not affect any financial aid or other benefits you may receive. Let me reassure you that this study is quite important, since results will be used to determine how student participation in higher education can be better supported and encouraged.

We thank you for your continued participation in this important study. Your responses are truly needed to make study results accurate and timely.

Sincerely,

Daniel J. Pratt
BPS Project Director

Enclosures

LETTER TO FIELD CASES LOCATED WITH NO COMPLETED INTERVIEW

[Date]

Dear [STUDENT NAME]:

Ms. [FIELD INTERVIEWER'S NAME], our field interviewer in [STATE], has tried to contact you numerous times without much success regarding the Beginning Postsecondary Students Longitudinal Study.

Your participation in this national study is extremely important. It ensures the statistical validity of the numbers we provide the U.S. Department of Education, National Center for Education Statistics. These data are used to design federal as well as state and local education policy.

Please take a moment to review the enclosed brochure. It will answer the basic questions you may have regarding this study.

Please consider contacting Ms. [FI LASTNAME] upon receipt of this letter to schedule a mutually convenient time to conduct the interview. She may be reached at [FI PHONE NUMBER]. The interview takes about 30 minutes. All information provided is completely confidential and the data are used only for statistical purposes.

I would be more than happy to answer your questions regarding the study design and uses of the data. I can be reached at 1-800-334-8571 extension 6007 during regular business hours (ET) Monday through Friday.

May I thank you for taking the time to respond to this letter.

Cordially,

Norma Martí
Survey Manager

Appendix C
Facsimile Interviews

Main Interview C-3
Abbreviated Interview C-85
Respondent Version C-87
Nonrespondent Version C-95
Spanish Version C-105
Reliability Reinterview C-115

Main Interview

Beginning Postsecondary Students Longitudinal Study
First Follow-up 1996-98
(BPS:96/98)

Field Test Facsimile Interview

SECTION A: ELIGIBILITY DETERMINATION

>A_ELIG1<

Before we begin the main interview, I will need to ask you some questions that will determine your eligibility for this study. According to our information, you were enrolled, and completed at least one term at [NPSAS school] between July 1, 1994 and June 30, 1995. Is that correct?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
3 = DROPPED BEFORE COMPLETING TERM
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_NPCERT
If DK OR 2, goto A_ELIGZ
If 3, goto A_DRPMY

>A_ELIG2<

Were you enrolled at [NPSAS school] in a term that began between May 1, 1994 and June 30, 1994?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
3 = DROPPED BEFORE COMPLETING TERM
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_NPCERT
If DK or 2, goto A_NPTUIT
If 3, goto A_DRPMY

>A_DRPMY<

When did you leave [NPSAS school]?

MONTH (1-12):

YEAR (94 or 95): 19

A_DRPREF<

Did you receive a full refund of your tuition when you left?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1 or RE, goto A_NPELIG
Else goto A_NPCERT

>A_NPCERT<

If LEVEL = 1 or 2, goto A_NPDEG

While you were enrolled at [NPSAS school] during 1994-95, were you enrolled in a program or taking courses leading to a certificate?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO REAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_NPCKHR
If 2 or DK, goto A_NPCRED

>A_NPCKHR<

Did your program of study at that time require at least 300 clock hours of instruction in order for a certificate to be awarded?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED
If 1, goto A_DOBMDY
If 2 or DK, goto A_NPCRED

>A_NPDEG<

While you were enrolled at [NPSAS school] during the 1994-95 school year, were you enrolled in a program or taking courses leading to a degree, (such as an associate's, bachelor's, or an advanced degree) or a certificate?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_DOBMDY
If 2 or DK, goto A_NPCRED

>A_NPCRED<

At anytime between \
[May 1, 1994 and June 30, 1995/
July 1, 1994 and June 30, 1995 /]
were you enrolled in a course bearing credits that could be transferred to another school?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_DOBMDY
If 2 or DK, goto A_NPTUIT

>A_NPTUIT<

If Y_FEDAID ne 1, goto A_NPEVR.

According to our records you received financial aid to attend [NPSAS school] during the 1994-95 school year.
Did you pay tuition to [NPSAS school] for that year?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>A_NPEVR<

Have you ever attended or were you ever enrolled at
[NPSAS school]?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_ATTMY
If 2 or DK, goto A_WHYSMP

>A_ATTMY<

When were you last enrolled at
[NPSAS school]?

MONTH (1-12):

YEAR (20-96):

>A_WHYSMP<

If A_ELIG1 or A_ELIG2=1 goto A_NPELIG

Do you know of any reason why my information shows that you were
enrolled at [NPSAS school]
during the 1994-95 academic year?

SPECIFY:

goto A_GOODBY

>A_DOBMDY<

If preload DOB not available and age not out of range

What is your birth date?

MONTH / DAY / YEAR

>A_DIPLOM<

Ask if preloaded information is not already available.

Did you ...

1 = receive a high school diploma,
2 = pass a General Educational Development (GED) test, or
3 = receive a high school completion certificate?
4 = DID NOT COMPLETE HIGH SCHOOL OR
HIGH SCHOOL EQUIVALENCY PROGRAM
5 = ATTENDED FOREIGN HIGH SCHOOL

If 4, goto A_ENRHS

>A_DIPLYY<

When did you receive your [high school diploma / certificate]?

YEAR (30-96): 19

>A_ENRHS<

Ask if A_DIPLYY=95.

If A_DIPLYY=96, goto A_NPELIG.
Else goto A_S1VXCL.

Were you still completing high school requirements for the entire time
you were enrolled in [NPSAS school]
between May 1, 1994 and June 30, 1995?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_NPELIG.
Else goto A_S1UXCL

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>A_S1UXCL<

What was the first school you ever enrolled in after high school?

INTERVIEWER: ENTER 8 IF THE FIRST SCHOOL WAS [NPSAS school] OTHERWISE, DO THE IPEDS CODING IN THE USEREXIT

8 = THE FIRST SCHOOL IS [NPSAS school]
1 = ENTER USEREXIT
2 = SKIP OVER USEREXIT

>A_SAMVER<

INTERVIEWER: IF THE SCHOOLS NAMES LISTED HERE ARE THE SAME, ENTER 2 AND DON'T ASK Q.

So you attended [fill A_schfil] before you attended [NPSAS school]?

IF R REFUSES TO ANSWER THIS SCREEN, PRESS ESC TO BREAKOFF THE INTERVIEW

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_NPELIG
If 2 or DK, goto A_SCHSTR.

>A_SCHSTR<

When did you first attend [NPSAS school] after high school?

INTERVIEWER: IF R SAYS "FALL TERM AFTER HIGH SCHOOL", THEN ENTER THE H.S. GRADUATION YEAR NOTED HERE AND AUGUST (8) FOR MONTH -- CONFIRMING WITH R.

H.S. DIPLOMA OR CERTIFICATE WAS RECEIVED IN: MONTH/YEAR

MONTH (1-12):

YEAR (20-97):

>A_GOODBY<

Based on the information you've given me, it seems you may not be eligible for this survey. After checking with my supervisor, I may need to call you back.
Thank you for your time.

>A_HISPAN<

[Next, I'll need to collect some background information. / Before we begin the main interview, I'll need to collect some background information.]

If value preloaded, goto A_RACE.

Are you of Hispanic origin? (If yes, which descent?)

0 = NO
1 = Mexican, Mexican-American or Chicano descent?
2 = Cuban descent?
3 = Puerto Rican descent?
4 = some other Hispanic descent?

>A_RACE<

If value preloaded, goto A_US_CIT.

What is your race?

READ LIST AS A PROMPT

1 = WHITE
2 = AFRICAN AMERICAN OR BLACK
3 = AMERICAN INDIAN OR ALASKAN NATIVE
4 = ASIAN OR PACIFIC ISLANDER
5 = OTHER

If 3, goto A_AMNATV
If 4, goto A_ASIAN
Else goto A_US_CIT

>A_AMNATV<

If value preloaded, goto A_US_CIT.

Are you enrolled in a state- or federally-recognized tribe?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>A_ASIAN<

If value preloaded, goto A_US_CIT.

Are you...

1 = Chinese
2 = Korean
3 = Filipino
4 = Japanese
5 = Vietnamese
6 = Asian Indian
7 = Thai
8 = Hawaiian
9 = Samoan
10 = Guamanian
11 = Other Asian or Pacific Islander?

>A_US_CIT<

If value preloaded, goto A_LANG.

As of July 1, 1994, were you a U.S. citizen?

1 = yes, citizen or us national.
2 = no, but was a permanent resident or other eligible non-citizen with temporary resident's card.
3 = no, in the country on f1 or f2 student visa or on a j1 or j2 exchange visitor visa.

>A_LANG<

If value preloaded, goto A_MARR94.

What language was spoken most often in your home as you were growing up?

1 = English
2 = Spanish
3 = Arabic2
4 = Bahasa (Bahasa Malay)
5 = Chinese (Mandarin)
6 = Farsi
7 = French and Canadian French
8 = Gaelic
9 = German
10 = Hebrew
11 = Hindi
12 = Japanese
13 = Korean
14 = Malaysian
15 = Pakistani (Punjabi)
16 = Tagalog
17 = Thai
18 = Vietnamese
19 = Welsh
20 = American Sign Language or Other Sign Language
21 = Other

>A_MARR94<

If value preloaded, goto A_DEP94.

What was your marital status on July 1, 1994?

1 = SINGLE, NEVER MARRIED
2 = MARRIED
3 = SEPARATED
4 = DIVORCED
5 = WIDOWED

>A_DEP94<

Ask if no preloaded value.
If preloaded value is 1, goto A_DEP94N.
If preloaded value is 2, goto A_PARST.

As of
[July 1, 1994, were you providing at least half of the
financial support for any children or other individuals other
than your spouse?/
July 1, 1994, were you providing at least half of the
financial support for any children or other individuals...]

INCLUDE ANYONE (CHILDREN, PARENTS, GUARDIANS, OTHERS) WHO WAS RECEIVING AT LEAST HALF OF THEIR SUPPORT FROM R. DO NOT INCLUDE R OR R'S SPOUSE.

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto A_DEP94N.
Else goto A_PARST.

>A_DEP94N<

If value preloaded, goto A_PARST.

How many people were you supporting at that time (JULY 1,1994)?

INCLUDE ANYONE (CHILDREN, PARENTS, GUARDIANS, OTHERS) WHO WAS RECEIVING AT LEAST HALF OF THEIR SUPPORT FROM R. DO NOT INCLUDE R OR R'S SPOUSE.

Range (1-15):

>A_PARST<

If value preloaded, goto A_DAD_ED.

As of July 1, 1994, were your parents...

1 = married to each other
2 = divorced
3 = separated
4 = never married to each other or
5 = was one or both of your parents deceased?
6 = never knew parents and no guardians
7 = never knew parents and had legal guardians

If 1-4, DK, or RE goto A_GUARD.
If 5, goto A_PARDCS.
If 6, goto A_PARENT.
If 7, goto A_GUARD.

>A_PARDCS<

If value preloaded, goto A_GUARD.

Which of your parents was deceased as of July 1, 1994?

IF THE R DOES NOT WANT TO ANSWER FURTHER QUESTIONS ABOUT THE DECEASED PARENT, USE OPTIONS 4, 5 OR 6

1 = MOTHER
2 = FATHER
3 = BOTH
4 = SENSITIVE, MOTHER'S DEATH
5 = SENSITIVE, FATHER'S DEATH
6 = SENSITIVE, BOTH PARENTS' DEATH

>A_GUARD<

If value preloaded, goto A_PARENT.

[As of July 1, 1994, did you have legal guardians (other than your parents)?/
When we last talked, you indicated that as of July 1, 1994 you had legal guardians. Is this correct?]

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

Can you tell me the type of guardian you had at that time?

DETERMINE TYPE OF GUARDIAN.

1 = GUARDIANS
2 = FEMALE GUARDIAN ONLY
3 = MALE GUARDIAN ONLY

TYPE OF GUARDIAN:

>A_DAD_ED<

If father is deceased, goto A_MOM_ED.
If value is preloaded, goto A_DADOCC.

What was the highest grade or level of education your
[male guardian /
father \]
ever completed?

1 = DID NOT COMPLETE HIGH SCHOOL
2 = COMPLETED HIGH SCHOOL OR EQUIVALENT

POSTSECONDARY VOCATIONAL
3 = LESS THAN 1 YR OF OCCUPATIONAL/TRADE/TECHNICAL OR BUSINESS SCHOOL
4 = ONE BUT LESS THAN 2 YEARS OF OCCUPATIONAL/TRADE/ TECHNICAL/BUSINESS SCHOOL
5 = 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/ BUSINESS SCHOOL

POSTSECONDARY ACADEMIC
6 = LESS THAN 2 YEARS OF COLLEGE
7 = 2 OR MORE YEARS OF COLLEGE, INCLUDING 2-YR DEGREE
8 = BACHELOR'S DEGREE - 4- OR 5-YEAR DEGREE
9 = MASTER'S DEGREE OR EQUIVALENT
10 = MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE
11 = DOCTORATE DEGREE - PHD, EDD, DBA
DK = DON'T KNOW
RE = REFUSED

If 7, goto A_DAD_AA.
Else goto A_DADOCC.

>A_DAD_AA<

If value preloaded goto A_DADOCC.

Did he earn an associate's degree?

BEST COPY AVAILABLE

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>A_DADOCC<

If value preloaded, goto A_MOM_ED.

What is your
[male guardian's occupation?/
father's occupation?]

ENTER OCCUPATION FOR PRINCIPAL JOB.

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT
3 = RETIRED
4 = HOMEMAKER
5 = NOT EMPLOYED (INCLUDING DISABLED)
DK = DON'T KNOW4
RE = REFUSED

>A_MOM_ED<

If mother is deceased, goto A_PARSUP.
If value preloaded, goto A_MOMOCC.

What was the highest grade or level of education your
[female guardian/
mother]
ever completed?

1 = did not complete high school
2 = completed high school or equivalent

POSTSECONDARY VOCATIONAL
3 = less than 1 yr of occupational/trade/technical or business school
4 = one but less than 2 years of occupational/trade/ technical/business school
5 = 2 years or more = refused of occupational/trade/ business school

POSTSECONDARY ACADEMIC
6 = less than 2 years of college
7 = 2 or more = refused years of college, including 2-yr degree
8 = bachelor's degree - 4- or 5-year degree
9 = master's degree or equivalent
10 = md/dds/llb/other advanced professional degree
11 = doctorate degree - phd, edd, dba
DK = DON'T KNOW
RE = REFUSED

If 7, goto A_DAD_AA.
Else goto A_DADOCC.

>A_MOM_AA<

If value preloaded, goto A_MOMOCC.

Did she earn an associate's degree?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>A_MOMOCC<

What is your
[female guardian's occupation?/
mother's occupation?]

ENTER OCCUPATION FOR PRINCIPAL JOB.

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT
3 = RETIRED
4 = HOMEMAKER
5 = NOT EMPLOYED (INCLUDING DISABLED)
DK = DON'T KNOW
RE = REFUSED

>A_PARSUP<

If both parents are deceased, parents are unknown, or respondent's age is greater than 30, goto A_TUI94.

During the 1994-95 school year, did you receive more than half of your financial support from your [fill A_parent]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>A_TUI94<

Who paid your tuition for the 94-95 school year?

CODE ALL THAT APPLY. ENTER 0 IF NONE, OR NO MORE.

0 =NONE
1 = PARENTS/GUARDIANS
2 = STUDENT
3 = FINANCIAL AID
4 = OTHER

>A_RES94<

If value preloaded, goto A_NPPURP.

While enrolled during 1994-95, where did you live?

NOTE: IF MORE THAN ONE RESIDENCE, GIVE THE PLACE R LIVED THE LONGEST

1 = on-campus in school-owned housing,
2 = off-campus in school-owned housing,
3 = in an apartment or house other than with your parents or guardians (including houses owned by fraternities and sororities),
4 = with your parents or guardians,
5 = with other relatives, or
6 = some place else?

>A_NPPURP<

If value preloaded, goto A_END.

What was your primary reason for enrolling at [NPSAS school]?

1 = JOB SKILLS
2 = DEGREE OR CERTIFICATE
3 = TRANSFER TO ANOTHER SCHOOL
4 = PERSONAL ENRICHMENT
9 = VALUE PRELOADED
DK = DON'T KNOW
RE = REFUSED

>A_END<

SECTION B: ENROLLMENT HISTORY

>B_INTRO<

[First, / Now,]
I'd like to ask you some questions about your
school enrollment.

>B_STLENR<

If not enrolled at the end of the NPSAS year, go to B_S1ENR

[You said earlier that/ When we talked to you in 1995, you said]
you were enrolled at [last known school] in the 94-95 school year.
Are you still enrolled there?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_SUMMR
If 2, go to B_TRNSFR
If DK or RE, go to B_ENROTH

>B_TRNSFR<

Did you transfer from [last known school] to another school?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_LFTMY.
Else to to B_COMPLT.

>B_COMPLT<

Did you complete a program at [last known school]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_DEGREE
Else go to B_LFTMY

>B_DEGREE<

Did you earn a degree or certificate for completing the program at [last known school]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_DGTYP
Else go to B_LFTMY

>B_DEGTYP<

What degree?

1 = CERTIFICATE OR DIPLOMA
2 = ASSOCIATES DEGREE (AA, AAS, AS, ETC)
3 = BACHELOR'S DEGREE (BA, BS, ETC)

>B_DEGMY<

When was it awarded?

MONTH (1-12): DEGMM

YEAR (94-97):

Go to B_OTSCH1

>B_LFTMY<

When did you leave [last known school]?

MONTH (1-12):

YEAR (94-97):

Go to B_LASTE

>B_SUMMR<

Were you enrolled for any of the summer sessions at [last known school]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>B_CNTENR<

Have you been continuously enrolled at [last known school], that is, [not had any gaps in your enrollment that lasted a month or more/ not taken more than four months off from schoc!] since 1995?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_FTPT.
Else go to B_S1ENR.

>B_FTPT<

Have you been enrolled mainly as a full-time or part-time student?

1 = FULL-TIME ONLY
2 = PART-TIME ONLY
3 = MIX OF FULL-TIME AND PART-TIME

>B_LASTE<

If B_STENR = 2, to to B_LASTE2

Have you enrolled at [last known school] since June, 1995?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>B_OTSCH1<

When we talked to you in 1995, you were also enrolled at [other school 1] and [other school 2].
Have you enrolled at [other school 1] since then?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If no second school, go to B_ENROTH

>B_OTSCH2<

Have you enrolled at [other school 2] since then?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>B_ENROTH<

If B_TRNSFR = 1, go to B_S4UXCL

Have you enrolled anywhere [since we last talked to you in 1995?/
else since 1995?]

1 = YES (PROCEED TO USER EXIT)
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to B_S4UXCL
Else go to B_ENROLL

>B_S4UXCL<

Where [did you transfer to / else did you enroll]?

1 = RE-ENTER USEREXIT
2 = SKIP OVER USEREXIT

>B_ENROT1 -- B_ENROT8<

DO NOT ENTER DUPLICATES; SCHOOLS WE KNOW ABOUT SO FAR ARE:

Did you enroll anywhere else?

1 = YES (PROCEED TO USER EXIT)
2 = NO MORE SCHOOLS

If 1, repeat.
Else go to B_SETMAT

>B_ENROLL<

Now I need to ask you some questions about the dates of your enrollment
[beginning with the 1994-95 school year./
Since we collected information about your enrollment during the 1994-95
school year when we last talked to you, I'd like to begin with your
enrollment in the 1995-96 school year.]

SECTION B
ENROLLMENT HISTORY

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

>B_END<

SECTION C: CHARACTERISTICS OF CURRENT/LAST ENROLLMENT

>C_DEGVER<

When we talked to you last time, you indicated that your degree program while attending [NPSAS school] was
[a certificate or diploma/
an associate's degree/
a bachelor's degree.]

[Is that still your degree program now?/
Was that still your degree program when you were last enrolled there?]

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto C_MAJVER
Else goto C_DEGREE

>C_DEGREE<

What type of degree or certificate program
[are / were]
you enrolled in at [current school]?

1 = certificate or diploma
2 = associate's degree program (aa, aas, as, etc)6
3 = bachelor's degree program (ba, bs, etc)
4 = not attempting to earn a degree or certificate
DK = DON'T KNOW
RE = REFUSED

**INTERVIEWER: R SAID IN PREVIOUS QUESTION THAT THIS IS NO LONGER THE CURRENT DEGREE PROGRAM.
CORRECT DEGREE OR BACK UP AND CORRECT ANSWER TO PREVIOUS QUESTION.**

>C_MAJVER<

[When we talked to you last time, you /
You]
also indicated that your major or program of study while attending [NPSAS school] was [major].
[Is that also your major now?/
Was that also your major when you were last enrolled there?]

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 2, goto C_MAJOR
Else goto C_CLASS

>C_MAJOR<

[What is your/
What was your]
last major, or program of study there?
at [current school]?

INTERVIEWER: PLEASE ENTER THE INFO IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT
3 = UNDECLARED

Go to C_CLASS

>C_CLASS<

[What is your level or class at [current school]?/
What was your last level or class at [current school?]

0 = UNCLASSIFIED UNDERGRADUATE
1 = FIRST YEAR/FRESHMAN
2 = SECOND YEAR/SOPHOMORE
3 = THIRD YEAR/JUNIOR
4 = FOURTH YEAR/SENIOR
5 = FIFTH YEAR OR HIGHER UNDERGRADUATE
DK = DON'T KNOW
RE = REFUSED

>C_RECDEG<

Have you completed your program of study and received
your
[certificate /
degree /
or certificate]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto C_DEGMY
If 2, goto C_EXPMY
Else goto C_GPA

>C_DEGMY<

When did you receive your
[certificate /
degree/
or certificate]?

MONTH (1-12):

YEAR (94-97):

Go to C_OTHDEG

>C_EXPMY<

When do you expect to receive your
[certificate /
degree /
or certificate]?

ENTER F3 IN THE MONTH FIELD IF STUDENT DOES NOT PLAN TO COMPLETE DEGREE.

MONTH (1-12):

YEAR (1997-2005):

Go to C_OTHDEG

>C_OTHDEG<

[Have you earned any degrees or certificates since high school?/
Other than the degree(s) you have already told me about, have you earned any other degrees or certificates since high school?]

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto C_OTHDG1
Else goto C_GPA

>C_OTHDG1<

What other degrees or certificates do you have?

COLLECT UP TO 2 OTHER DEGREES/CERTIFICATES.
(ENTER 0 IF NO MORE.)

0 = NO MORE
1 = CERTIFICATE OR DIPLOMA
2 = ASSOCIATE'S DEGREE (AA, AAS, AS, ETC)
3 = BACHELOR'S DEGREE (BA, BS, ETC)

Go to C_DG1WHR

>C_DG1WHR<

From what school did you receive this
[certificate/
degree]?

[Select from list of schools attended.]

1 = [NPSAS school]
2 = School 2
3 = School 3
4 = School 4
5 = School 5
DK = DON'T KNOW
RE = REFUSED

>C_DG1MY<

When did you receive it?

MONTH (1-12):

YEAR (94-97):

Go to C_GPA

>C_GPA<

What
[is /
was]
your cumulative GPA at [current school]?

IF NO GRADES HAVE BEEN AWARDED YET, ASK R TO ESTIMATE GRADES BASED ON KNOWN CLASS GRADES.

1 = MOSTLY A'S (3.75 AND ABOVE)
2 = A'S AND B'S (3.25-3.74)
3 = MOSTLY B'S (2.75-3.24)
4 = B'S AND C'S (2.25-2.74)
5 = MOSTLY C'S (1.75-2.24)
6 = C'S AND D'S (1.25-1.74)
7 = MOSTLY D'S OR BELOW (BELOW 1.24)
8 = PASS/FAIL OR SCHOOL DOESN'T AWARD GRADES
DK = DON'T KNOW
RE = REFUSED

>C_LICENS<

Have you taken any professional licensing exams or certification exams since July 1, [1995/1994]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto C_LICEX1
Else goto C_ENRRES

>C_LICEX1<

Which exams have you taken?
COLLECT UP TO 3. (ENTER 0 FOR NO MORE, OR NONE.)

1 = Cosmetology / Beautician / Barber
2 = Personal Services (Massage Therapy)
3 = Food Service
4 = Childcare / Daycare
5 = Teacher's Aide
6 = Automotive Mechanic/repair
7 = Computer Repair / Electronics / Tv/ Vcr
8 = Computer Programmer / Systems Technician
9 = Medical/dental Technician
10 = Nursing Aide/home Health Aid
11 = Nursing (Rn,lpn)
12 = Business/financial (Broker)
13 = Legal Assistant (Para-legal)
14 = Real Estate
15 = Communications License (Commercial Radio Oper/tech)
16 = Commercial Transportation / Pilot License
17 = Other
18 = Other
19 = Other

>C_LICSP1<

SPECIFY TYPE OF LICENSING/CERTIFYING EXAM TAKEN.

>C_LICEN1<

Did you pass that exam?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

Go to C_ENRRES

>C_ENRRES<

[While you are attending [current school],
where do you live?/
While you were attending [current school],
where did you live?]

NOTE: IF MORE THAN ONE RESIDENCE, GIVE THE PLACE R LIVED THE LONGEST

1 = On-campus in school-owned housing,
2 = Off-campus in school-owned housing,
3 = In an apartment or house other than with your parents or guardians (including housesowned by fraternities and sororities),
4 = With your parents or guardians,
5 = With other relatives, or
6 = Some place else?

>C_OTHRES<

[Where do you live when you're not in school?/

Where did you live when you were not in school?]

NOTE: IF MORE THAN ONE RESIDENCE, GIVE THE PLACE R LIVED THE LONGEST

0 = Same place
1 = With parents/guardians
2 = In an apartment or house other than with parents/guardians (including houses owned by fraternities/sororities)
3 = With other relatives
4 = Other

If 0 - 4, goto C_CHGRES
Else goto C_CURRES

>C_CHGRES<

If B_CURENR = 1, goto C_TUIAID

Is that where you're living now?

1 = YES
2 = NO

If 1, goto C_TUIAID
Else goto C_CURRES

>C_CURRES<

Who are you living with now?

1 = With parents/guardians
2 = In an apartment or house other thanwith parents / guardians (including houses owned by fraternities / sororities)
3 = With other relatives
4 = Other

>C_TUIAID<

If not enrolled since the NPSAS year, age is greater than 30, or parents are deceased, go to C_MARCH6.

[For the 96-97 school year,/
When you were last enrolled at [current school],]
did your parents or guardians pay for any of your...

Tuition or Fees?
1 = YES
2 = NO

Room & Board
1 = YES
2 = NO

Books & Equipment
1 = YES
2 = NO

If DK or RE, goto C_MARCH6
Else goto C_MONEY

>C_MONEY<

Did your parents or guardians give you an allowance that you don't have to repay?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, goto C_MNYAMT
Else goto C_MARCH6

>C_MNYAMT<

How much allowance did you receive?

Range ($1 - $80,000):

How often?

1 = PER WEEK
2 = PER MONTH
3 = PER TERM/SEMESTER
4 = PER YEAR

>C_MARCHG<

DATE OF LAST INTERVIEW: [month/day/year]

[When we talked to you in 1995, you said that you were/
You said earlier that as of July 1,1994, you were]
single./
married./
separated./
divorced./
widowed.]

Is your marital status still the same?

1 = YES
2 = NO

If 2, goto C_MARR97.
Else goto C_DEPNUM.

>C_MARR97<

What is your marital status now?

1 = SINGLE
2 = MARRIED
3 = SEPARATED
4 = DIVORCED
5 = WIDOWED

>C_MARMY<

When did your marital status change to what it is now?

IF THE R HAS HAD SEVERAL CHANGES SINCE THE LAST INTERVIEW, COLLECT THE DATE OF CHANGE TO THE CURRENT MARITAL STATUS.

MONTH (1-12):

YEAR (95-97):

>C_DEPNUM<

DATE OF LAST INTERVIEW: [month/day/year]

Earlier you said that, during the 94-95 school year, you
[had no /
were providing at least half of the financial support for [X] dependents.]
How many dependents are you supporting right now? Only include dependent children and adults. Do not include
[yourself or your spouse./
yourself.]

INCLUDE ONLY DEPENDENT CHILDREN AND ADULTS. DO NOT COUNT R OR R'S SPOUSE.

If DK or RE, goto C_OTHINC.
If number of dependents has not changed since [1994 / last interview], goto C_OTHINC.
Else goto C_DEPMY.

>C_DEPMY<

When did the number of your dependents change?

ONE DATE MUST BE ENTERED. COLLECT DATES FOR UP TO 4 CHANGES. (ENTER 0 FOR NO MORE.)

MONTH (1-12): YEAR (95-97):

DK = DON'T KNOW
RE = REFUSED

If C_DEPNUM is greater than 0, go to C_SUPKID.
Else go to C_HOUSZ

>C_SUPKID<

Are you supporting any children?

1 = YES
2 = NO

>C_HOUSZ<

How many people are currently living in your household
[not including yourself or your spouse./
not including yourself.]

INCLUDE ONLY DEPENDENT CHILDREN AND ADULTS. DO NOT COUNT R OR R'S SPOUSE.

NUMBER OF PERSONS (0-20):

DK = DON'T KNOW
RE = REFUSED

>C_OTHINC<

Do any of the other members of your household have a job for pay?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to C_HSINC.
Else go to C_MILIT.

>C_HSINC<

If single, never married, or no dependents, go to C_MILIT.

INCLUDE UNEARNED INCOME IN THE CALCULATION, THAT IS, INCOME FROM SOCIAL SECURITY, WORKERS COMPENSATION, ETC.

What is the total annual income for your household?

TOTAL INCOME ($0 - $999,999):

>C_MILIT<

At any time in the last two years have you been, or are you currently in the reserves or on active duty in the U.S military?

1 = YES
2 = NO

If not enrolled since the NPSAS year, go to C_END.

>C_WRKAMT<

Since 1995, how much of the time that you've **been enrolled in school** have you also been working? Would you say it's been...

0 = None of the time (0 PERCENT)
1 = Some of the time (UP TO 50 PERCENT)
2 = Most of the time (51-99 PERCENT)
3 = All of the time? (100 PERCENT)

>C_VACAMT<

Since 1995, how much of your **vacation time** (such as summers and holidays) have you spent working?
Would you say it's been...

0 = None of the time (0 PERCENT)
1 = Some of the time (UP TO 50 PERCENT)
2 = Most of the time (51-99 PERCENT)
3 = All of the time? (100 PERCENT)
DK=DON'T KNOW
RE=REFUSED

>C_IMPTED<

How important has your job income been to financing your education?

1 = VERY IMPORTANT
2 = SOMEWHAT IMPORTANT
3 = NOT IMPORTANT

>C_ENRWRK<

If C_WRKAMT = 0, go to C_SMRINC.

[Are you working while you're enrolled at/
Were you working while you were enrolled at] [current school]?

1 = YES
2 = NO

If 1, go to C_ENRHRS.
Else go to C_END.

>C_ENRHRS<

[About how many hours do you work each week while you are enrolled?/
About how many hours did you work each week while you were enrolled?]

HOURS WORKED (1-80):

>C_ENROCC<

What
[is /
was]
your job title?

COLLECT JOB TITLE.

If C_ENRHRS GE 35, then go to C_EOC.
Else go to C_WRKSTD.

>C_EOC<

What
[are /
were]
you doing as a [C_ENROCC]?

INTERVIEWER: PLEASE ENTER THE OCCUPATION INFO ONLY IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT
2 = SKIP OVER THE USEREXIT

>C_WRKSTD<

[Is /
Was]
your job
as a/an [C_ENROCC]
a work study position, an internship,
or a co-op placement?

0 = NO
1 = WORK STUDY
2 = INTERNSHIP
3 = CO-OP PLACEMENT
DK = DON'T KNOW
RE = REFUSED

>C_ONOFF<

[Is /
Was]
it on-campus or off-campus?

1 = ON-CAMPUS
2 = OFF-CAMPUS

>C_SCHSLF<

[Are /
Were]
you working for your school, yourself, or someone else?

1 = WORKING FOR THE SCHOOL
2 = SELF-EMPLOYED
3 = WORKING FOR SOMEONE ELSE

>C_ENRWAG<

How much
[do /
did]
you earn per hour in your job?

HOURLY WAGE (Range $ 0.00 - $100.00):

>C_ENJSMY<

When did you first start this job?

MONTH (1-12):

YEAR:

>C_STLWRK<

If currently enrolled, go to C_WRKREL.

Are you still working in the job?

1 = YES
2 = NO

If 2, go to C_ENJEMY.
Else go to C_WRKREL

>C_ENJEMY<

When did it end?

MONTH (1-12):

YEAR (94-97):

>C_WRKREL<

How closely related
[is / was] your job
as a/an [C_ENROCC]
to the education you
[are receiving /
received]
at [current school]?

1 = CLOSELY RELATED
2 = SOMEWHAT RELATED
3 = NOT RELATED

>C_ENRINC<

About how much money have you earned from **all** your jobs held during the
[1994-95/
1995-96/
1996-97]
school year? Please exclude your summer earnings from your estimate.

AMOUNT (Range $1 - $100,000):

>C_SMRINC<

If not currently enrolled, not enrolled during third academic year, or never worked during the summer, go to C_END.

How much did you earn from all the jobs you held during the summer of 1996?

ENTER 0 IF R DID NOT WORK THAT SUMMER

INCOME (Range $0 - $99,999)

>C_END<

SECTION D: FINANCIAL AID

>D_AY1_F<

If a NPSAS respondent, go to D_AIDAY2

Next, I'd like to ask you about any financial aid you may have received to help pay for your postsecondary education.

According to the information you've already given me, you were enrolled in a postsecondary program during the **94-95 school year**. Did you receive any grants, scholarships, or student loans for that year?

CODE ALL THAT APPLY. (ENTER 0 IF NONE, OR NO MORE.)

0 = NO MORE
1 = GRANTS
2 = SCHOLARSHIPS
3 = LOANS

If 0, go to C_APPAY1.
If 1, go gto D_GR1AMT.
If 2, go to D_SC1AMT.
Else go to D_AY2_F.

>D_GR1AMT<

What was the total amount of grant money you received the **94-95 academic year**?

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $35999):

>D_SC1AMT<

How much scholarship money did you receive for the **94-95 academic year**?

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $29999):

>D_APPAY1<

Did you apply for financial aid for **94-95**?

1 = YES
2 = NO

>D_AY2_F<

If not enrolled in AY2, go to D_AIDAY3

Next, I'd like to ask you about any financial aid you may have received to help pay for your postsecondary education.

According to the information you've already given me, you were enrolled in a postsecondary program during the **95-96 school year**. Did you receive any grants, scholarships, or student loans for that year?

Did you receive any grants, scholarships, or student loans for the **95-96 year?**

CODE ALL THAT APPLY. (ENTER 0 IF NONE, OR NO MORE.)

0 = NO MORE
1 = GRANTS
2 = SCHOLARSHIPS
3 = LOANS
DK = DON'T KNOW
RE = REFUSED

If 0, go to D_APPAY2.
If 1, go to D_GR2AMT.
If 2, go to D_SC2AMT.
Else go to D_AY3_F.

>D_GR2AMT<

What was the total amount of grant money you received for the **95-96 academic year**?

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $35999):

>D_SC2AMT<

How much scholarship money did you receive for the **95-96 academic year**?

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $29999):

>D_APPAY2<

Did you apply for financial aid for **95-96**?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_AY3_F<

Next, I'd like to ask you about any financial aid you may have received to help pay for your postsecondary education.

According to the information you've already given me, you were enrolled in a postsecondary program during the **96-97** school year. Did you receive any grants, scholarships, or student loans for that year?

Did you receive any grants, scholarships, or student loans for the **96-97 school year?**

CODE ALL THAT APPLY. (ENTER 0 IF NONE, OR NO MORE.)

0 = NO MORE4
1 = GRANTS
2 = SCHOLARSHIPS
3 = LOANS
DK = DON'T KNOW
RE = REFUSED

If 0, go to APPAY3
If 1, go to D_GR3AMT.
If 2, go to D_SC3AMT.
Else go to D_MORLON.

>D_GR3AMT<

What was the total amount of grant money you received for the **96-97 academic year**?

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $35999):

>D_SC3AMT<

How much scholarship money did you receive for the **96-97 academic year?**

IF R DOESN'T KNOW, ASK THEM TO TRY TO ESTIMATE AN AMOUNT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $50 - $29999):

>D_APPAY3<

Did you apply for financial aid for **96-97**?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_MORLON<

Do you intend to borrow any more money to help pay for the rest of your education?

Should you return to school in the future, would you need to borrow any more money to help pay for your education?

Do you intend to borrow any money to help pay for your education?

Should you return to school in the future, would you need to borrow any money to help pay for your education?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_EXPPAY<

If R holds no education loans, skip to D_CARLON.

Do you know how much your monthly loan payments will be on the amount of money you've borrowed so far?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_PDLOAN<

If R holds no education loans, go to d_CARLON.

Have you completely paid off any of your loans?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_REPAY<

Are you currently repaying any of your student loans?

1 = YES
2 = NO

If 1, go to D_REPAMT.
Else go to D_PARAID

>D_REPAMT<

What are you paying each month for your student loans?

AMOUNT (Range: $1 - $9999):

>D_PARAID<

If both parents are deceased, go to D_CARLON.
If C_TUIAID = 3, go to D_CARLON.

[Have you received /
Do you think you'll receive any]
help from your
[parents/
guardians]
in repaying your student loans?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>D_CARLON<

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to D_CARAMT.
Else go to D_HOUSE.

>D_CARAMT<

How much do you pay for your auto loan or lease each month?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

AMOUNT (Range: $1 - $4999):

>D_HOUSE<

INTERVIEWER: THIS STUDENT LIVES AT HOME DURING THE SCHOOL YEAR. COLLECT THE AMOUNT, IF ANY, THE R PAYS TO LIVE AT HOME, NOT THE AMOUNT PAID BY THE PARENT/GUARDIAN FOR MORTGAGE OR RENT.

How much is your monthly rent or mortgage payment
[while you're enrolled in school]?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

ENTER 0 IF R HAS NO HOUSING COSTS.

AMOUNT (Range: $0 - $9999):

>D_OTHLON<

About how much do you pay each month for installment loans,
such as for a VISA card, a store credit card, or a bank loan?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE. ENTER 0 IF R HAS NO INSTALLMENT LOANS.

AMOUNT (Range: $0 - $4999):

>D_EARNMM<

If currently enrolled, go to D_END.

INTERVIEWER: WE NEED TO COLLECT GROSS INCOME, PRIOR TO TAXES AND OTHER DEDUCTIONS

How much do you earn in a month? (What is your gross monthly income?)

AMOUNT (Range: $0 - 99999)

>D_END<

SECTION E: PATTERNS OF ENROLLMENT

>E_RSNLV1<

Ask if no longer enrolled. Else go to E_COMMUT.

You told me earlier that you're no longer enrolled at [current school]. Why did you leave there?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

1 = done taking the desired classes (personal interest)
2 = financial reasons
3 = academic problems
4 = not satisfied with program/school/campus/faculty
5 = class scheduling not convenient
6 = change in family status (eg. marriage, baby, death in family)
7 = job/military considerations
8 = moved from the area
9 = personal problems/conflicts with demands at home
10 = decided to take time off from studies
11 = other -- please specify
12 = other -- please specify
13 = other -- please specify

>E_RSNLS1<

SPECIFY REASON FOR LEAVING SCHOOL

>E_COMMUT<

[While you are enrolled, how do you usually get to/
When you were enrolled, how did you usually get to] [current school]?

1 = walk
2 = public transportation (bus, train, subway, taxi, etc.)
3 = school-provided transportation
4 = drove own car/vehicle
5 = dependent on rides from others
6 = bicycle
7 = other -- please specify
SPECIFY OTHER COMMUTING

>E_DISTNC<

[How far (in miles) do you live from/
How far (in miles) did you
usually live from] [current school]?

1 = Less than 1 mile
2 = 1 to 2 miles
3 = 3 miles to 10 miles
4 = 11 to 40 miles
5 = over 40 miles
DK = DON'T KNOW
RE = REFUSED

>E_RSNOT1<

Ask if R attended more than one school at the same time.
Else to to E_TRNRSN.

According to the information you gave me earlier, you've attended more than one school at the same time. Could you tell me why you decided to enroll at more than one school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

1 = get done sooner
2 = classes are easier at other school(s)
3 = preparing to transfer to another school
4 = better class schedule
5 = cheaper costs
6 = participated in consortium
7 = other -- please specify
8 = other -- please specify

>E_RTRSP1<

SPECIFY OTHER REASON.

>E_TRNRSN<

Ask if R transferred from the NPSAS school.
Else go to E_LFTTR1.

Why did you decide to leave?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

0 = no more
1 = done taking the desired classes/completed desired coursework
2 = financial reasons
3 = academic problems
4 = not satisfied with program/school/campus/faculty
5 = classes not available/class scheduling not convenient
6 = changed degree program/major/field of study
7 = change in family status (e.g.,marriage, baby, death in family)
8 = job/military considerations
9 = moved from the area
10 = personal problems/conflicts with demands at home
11 = other -- please specify {[r][fill e_trnsp1@trnsp1][n]}
12 = other -- please specify {[r][fill e_trnsp2@trnsp2][n]}
13 = other -- please specify {[r][fill e_trnsp3@trnsp3][n]}

>E_TRNSP1<

SPECIFY REASON FOR LEAVING

>E_ATTTR1<

Did you attempt to transfer any credits you earned at
[NPSAS school] to another school?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to E_ACCCR1.
Else go to E_LFTTR1.

>E_ACCCR1<

Were all, some, or none of those credits accepted?

0 = NONE
1 = SOME
2 = ALL
DK = DON'T KNOW
RE = REFUSED

>E_LFTTR1<

Ask if no longer enrolled at NPSAS school and number of schools attended is 3 or more.

What was your primary reason for enrolling at [current school]?

1 = JOB SKILLS
2 = DEGREE OR CERTIFICATE AT THAT SCHOOL0
3 = TRANSFER TO ANOTHER SCHOOL
4 = PERSONAL ENRICHMENT
5 = OTHER - PLEASE SPECIFY

>E_ATTTR2<

Did you attempt to transfer any credits to [current school]?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

If 1, go to E_ACCCR2.
Else go to E_STPRS1.

>E_ACCCR2<

Were all, some, or none of the credits that you wanted to transfer accepted by [current school]?

0 = NONE
1 = SOME
2 = ALL
DK = DON'T KNOW
RE = REFUSED

>E_STPRS1<

Ask if R has not been continuously enrolled.

According to the enrollment information you gave me earlier, you've been enrolled in school some terms and taken other terms off. Why did you decide to take a break from school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

1 = to decide on a different program of study
2 = financial reasons
3 = academic problems
4 = classes were full/not offered/scheduling not convenient
5 = change in family status (e.g.,marriage, baby, death in family)
6 = to participate in co-op/internship program
7 = job/military considerations
8 = personal problems/conflicts with demands at home
9 = to pursue other interests (e.g., travel, hobbies, etc.)
10 = wanted time off
11 = other - please specify
12 = other - please specify

>E_STPSP1<

SPECIFY REASON FOR TAKING TIME OFF

>E_POSTHS<

Ask if R did not enter postsecondary education right after high school.
Else go to E_PLNENR.

According to the information you've given me, you first enrolled in a postsecondary program during the 94-95 school year.
What kinds of things did you do before you started your postsecondary education?

COLLECT UP TO 4 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

1 = WORKED
2 = GOT MARRIED
3 = STARTED/RAISED A FAMILY
4 = CARED FOR A DEPENDENT PARENT OR OTHER INDIVIDUAL (NOT CHILDREN)
5 = DEALT WITH HEALTH ISSUES
6 = TRAVELED
7 = PURSUED A HOBBY OR OTHER INTEREST
8 = MILITARY SERVICE
9 = WAS INCARCERATED (IN PRISON)
10 = OTHER - SPECIFY
11 = OTHER - SPECIFY
12 = OTHER - SPECIFY
13 = OTHER - SPECIFY

>E_POSTS1<

SPECIFY OTHER REASON

>E_POSTS1<

SPECIFY OTHER REASON

>E_RSNPS1<

Why did you decide to pursue your education
beyond high school?

COLLECT UP TO 4 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

1 = advance in current job
2 = qualify for new job within current career field
3 = change careers
4 = required to get job/enter chosen career field7
5 = program is required by employer/military
6 = program is being paid for by employer/military
7 = finally had money to go
8 = personal satisfaction of earning a degree/certificate
9 = other - please specify
10 = other - please specify

>E_RSNSP1<

SPECIFY OTHER REASON

>E_PLNENR<

What are your plans for school in 97-98?
Do you expect to be...

0 = not enrolled
1 = enrolled part-time
2 = enrolled full-time
DK = DON'T KNOW
RE = REFUSED

>E_PLNPRG<

Do you
[ever]
plan to return to school
to earn a degree or certificate?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>E_PLNWRK<

What are your plans for work in 1997-98?
Do you expect to be...

0 = not working
1 = working part-time or
2 = working full-time
DK = DON'T KNOW
RE = REFUSED

>E_END<

SECTION F: EMPLOYMENT

>F_NUMJOB<

Ask if R has graduated from or left school and is not currently enrolled.
Else go to F_NUMEMP.

[Next, I'd like to ask you some questions about your first job after graduating from [most recent school].
First, could you tell me how many jobs you had right after you graduated?/
leaving [most recent school].
First, could you tell me how many jobs you had right after you left?]

Range (0-4):

If 0, go to F_CUREMP.
Else go to F_NEWJOB.

>F_NEWJOB<

Since you had more than one job at the time you [graduated from/ left] school, I'd like you to focus on the one job in which you worked the most hours per week. Was that job...
At the time you [graduated from/ left] school, was your job...

1 = A **new** job with a **new** employer,
2 = A **new job** with the **same** employer you worked for while you were enrolled, or
3 = The same job with the same employer you had while you were enrolled?
DK = DON'T KNOW
RE = REFUSED

>F_FSTOCC<

What was your job title for the first job you held after [graduating from / leaving] school?

JOB TITLE:

>F_FSTOCX<

What did you do in your first job,

What did you do as a [F_FSTOCC],
and what type of company did you work for?

1 = BRING UP OCCUPATION/INDUSTRY USER EXIT
2 = SKIP OVER THE USEREXIT

>F_SLFEMP<

As a [F_FSTOCC], were you working for yourself or for someone else?

1 = SELF (SELF-EMPLOYED)
2 = SOMEONE ELSE
DK = DON'T KNOW
RE = REFUSED

If 1, go to F_JOBSMY.
Else go to F_PUBPRV.

>F_PUBPRV<

Were you working for...

1 = the federal government,
2 = a state government,
3 = a local government,
4 = a nonprofit organization, or
5 = a for-profit organization?
DK = DON'T KNOW
RE = REFUSED

If 5, go to F_FSTOWN
Else go to F_JOBSMY.

>F_FSTOWN<

Were you an owner or co-owner of the organization?

1 = YES
2 = NO

>F_JOBSMY<

When did you start your job as a/an
[F_FSTOCC]?

MONTH (1-12):

YEAR (30-97):

>F_FSTHRS<

How many hours were you working each week as a/an
[F_FSTOCC] when you first
[graduated from /
left]

HOURS (RANGE: 0-100):

>F_INCAMT<

What was your annual starting salary for the job?

SALARY (RANGE $0-999,999):

>F_MEDINS<

Did you receive medical insurance from your employer at that time?

1 = YES
2 = NO

>F_SIMJOB<

Prior to taking your job as a/an [F_FSTOCC], had you
held any jobs similar to it either before you enrolled at
[most recent school] or while you were enrolled?

1 = YES
2 = NO

>F_SCHPLC<

Did [most recent school] help place you in your job as a/an
[F_FSTOCC]?

1 = YES
2 = NO

>F_LOCJOB<

How did you find the job?

1 = school's placement office (referral, posted job notice)
2 = responded to internet/www job notice -- any source
3 = responded to newspaper/other advertisement
4 = direct, unsolicited contact with employer
5 = friend or relative
6 = referral by faculty/staff
7 = recruiting fair, professional meeting
8 = volunteer experience led to job
9 = co-op or internship led to job
10 = unemployment office (Employment commission posting/referral)
11 = employment agency/professional recruiter
12 = temporary job became permanent
13 = advancement within company
14 = other -- please specify

>F_JOBDSC<

Again, considering your job as a/an [F_FSTOCC],
please tell me which of the following statements best describes
your job?

1 = Someone else decided what I did and how I did it.
2 = Someone else decided what I did, but I decided how I did it.
3 = I had some freedom in deciding what I did and how I did it.
4 = I was basically my own boss.

>F_ED_REL<

How closely was your job as a/an [F_FSTOCC]
related to the classes you took at

1 = CLOSELY RELATED
2 = SOMEWHAT RELATED
3 = NOT RELATED

>F_JOBSAT<

Again considering your job as a/an [F_FSTOCC],
would you say you were satisfied or dissatisfied with each
of the following:
1 = SATISFIED
2 = DISSATISFIED

Your pay?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Fringe benefits?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Opportunities for promotion?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Opportunities for further education?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Importance of work?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Difficulty and challenge of work?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

Overall, would you say you were satisfied or dissatisfied with the job?
1 = SATISFIED
2 = DISSATISFIED
DON'T KNOW
REFUSED

>F_EDVAL1<

Was a postsecondary degree (such as a bachelor's or associate's degree) or a postsecondary certificate required by your employer as a condition for working as a/an?

1 = YES
2 = NO

>F_EDVAL2<

How difficult would it be to do your job as a/an [F_FSTOCC] without having the courses you did at [most recent school]? Would it be very difficult, somewhat difficult, or not difficult at all?

1 = VERY DIFFICULT
2 = SOMEWHAT DIFFICULT
3 = NOT DIFFICULT AT ALL

>F_SKILL<

As a/an [F_FSTOCC], do you use any tools or specialized equipment that you were trained to use while you were a student at [most recent school]?

1 = YES
2 = NO

>F_BENFT<

Next, I'd like to ask you about the benefits of attending [most recent school].

>F_BTRJOB<

Has attending [most recent school] provided you with opportunities for better jobs than you could have gotten had you not attended [most recent school]?

1 = YES
2 = NO
3 = NOT ABLE TO EVALUATE
DK = DON'T KNOW
RE = REFUSED

>F_SALARY<

Are you able to earn higher salaries than you would have had you not attended [most recent school]?

1 = YES
2 = NO
3 = NOT ABLE TO EVALUATE

>F_RSPNBL<

Are you able to take on more responsibility on the job than you would have had you not attended [most recent school]?

1 = YES
2 = NO
3 = NOT ABLE TO EVALUATE
DK = DON'T KNOW
RE = REFUSED

>F_PROMOT<

Do you have more opportunities for promotion than you would have had you not attended [most recent school]?

1 = YES
2 = NO
3 = NOT ABLE TO EVALUATE
DK = DON'T KNOW
RE = REFUSED

>F_SAMJOB<

Are you still working in your job as a [F_FSTOCC]?

1 = YES
2 = NO

If 2, go to F_JOBEMY.
Else go to F_NUMEMP.

>F_JOBEMY<

When did it end?

MONTH (1-12):
YEAR (97):

>F_CUREMP<

Are you working right now?

1 = YES
2 = NO

If 1, go to F_JOBSIM.
Else go to F_SEARCH.

>F_JOBSIM<

Are you still working as
[F_FSTOCC]?

1 = YES
2 = NO

>F_INDSIM<

INTERVIEWER: INDUSTRY WAS **[F_fstind]**.

Are you still working in the same type of business?

1 = YES
2 = NO

Go to F_NUMEMP.

>F_SEARCH<

Are you looking for a job?

1 = YES
2 = NO

If 1, go to F_JBSRH.
Else go to F_LSTMY.

>F_JBSRH<

What are some of the things you've been doing to find a job?

CODE UP TO 4 RESPONSES (ENTER 0 IF NONE, OR NO MORE).

JOB SEARCH 1

1 = using school's placement office (referral, posted job notice)
2 = responding to internet/www job notice -- any source
3 = responding to newspaper/other advertisement
4 = contacting employers directly
5 = networking with friends or relatives
6 = talking to faculty/staff
7 = attending recruiting fairs, professional meetings
8 = visiting unemployment office (employment commission posting/referral)
9 = contacting employment agency/professional recruiter
10 = other - please specify
DK = DON'T KNOW
RE = REFUSED

>F_LSTMY<

When was the last time you worked for pay?

0 = NEVER WORKED FOR PAY

MONTH (0,1-12):

YEAR (20-97):

If 0, go to F_NUMEMP.
Else go to F_UNEMPL.

>F_UNEMPL<

Have you received unemployment compensation **at any time** since [last day worked]?

1 = YES
2 = NO

>F_NUMEMP<

How many different employers have you worked for since you left high school?

0 = NOT WORKED SINCE HIGH SCHOOL

NUMBER OF EMPLOYERS (0-25)

>F_FTPTWK<

Since you left high school, would you say you've worked mainly full-time, that is at least 35 hours a week, or mainly part-time?
1 = FULL-TIME ONLY
2 = PART-TIME ONLY
3 = MIX OF FULL AND PART-TIME

IF 1, DK, RE, go to F_EVRUNM.

>F_PREFFT<
Would you have preferred full-time work?
1 = YES
2 = NO
DK = DON'T KNOW

>F_EVRUNM<
Have you ever been unemployed for more than one month since you left high school?

1 = YES
2 = NO

If 1 go to F_UNCOMP.
Else go to F_LSTNUM.

>F_UNCOMP<

Did you receive unemployment compensation at anytime while you were unemployed?

1 = YES
2 = NO

>F_LSTNUM<

I'd like to ask you some questions about the last job you had before enrolling at [NPASA school].

First, how many jobs did you have right before you started school?

Range (0-4):

If 1 -- 4, go to F_JOBENR.
Else go to F_END.

>F_JOBENR<

Did you continue to work in
[that job/
any of your jobs]
while you were enrolled?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>F_LSTOCC<

Since you had more than one job before you started your postsecondary program, I'd like you to focus on the one job in which you worked the most hours per week.

What was your job title for
[the job you worked the most hours weekly/
the last job you held]
before starting school?

>F_LSTOCX<

What did you do as a [F_LSTOCC],
and what type of company did you work for?

1 = BRING UP OCCUPATION USER EXIT
2 = SKIP OVER THE USEREXIT

>F_LSTSLF<

As a [F_LSTOCC], were you working for yourself or for someone else?

1 = SELF (SELF-EMPLOYED)
2 = SOMEONE ELSE

If 1, go to F_LJOBMY.
Else go to F_LPBPRV.

>F_LPBPRV<

Were you working for...

1 = the federal government,
2 = a state government,
3 = a local government,
4 = a nonprofit organization, or
5 = a for-profit organization?
DK = DON'T KNOW
RE = REFUSED

If 5, go to F_LSTOWN.
Else go to F_LJOBMY.

>F_LSTOWN<

Were you an owner or co-owner of the organization?

1 = YES
2 = NO

>F_LJOBMY<

When did you start your job as a/an [F_LSTOCC]?

MONTH (1-12):

YEAR (30-97):

>F_LSTHRS<

How many hours per week were you working as a/an [F_LSTOCC] right before you first enrolled at [NPSAS school]?

HOURS PER WEEK (0-100):

>F_LSTINC<

What was your annual salary for the job, at the time you enrolled in school?

SALARY (Range: $0 - $100,000):

>F_PRMROL<

While you were enrolled and working, would you say you were primarily...

1 = a student working to meet expenses or
2 = an employee who decided to enroll in school?
DK = DON'T KNOW
RE = REFUSED

>F_END<

SECTION G: POSTSECONDARY EXPERIENCES AND EXPECTATIONS

>G_DIFFIC<

During your first year as a postsecondary student in 1994-95, what kinds of problems did you encounter attending school that made it difficult for you to stay in school?

(Examples of areas where you might have encountered difficulties include academic or financial issues, employment problems, problems with your family or social life, and so on.)

COLLECT UP TO 5 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE.)

If 0 or 1 response, go to G_EASY.
Else go to G_MOST.

>G_MOST<

1. [G_DIFFIC1]
2. [G_DIFFIC2]
3. [G_DIFFIC3]
4. [G_DIFFIC4]
5. [G_DIFFIC5]

DK = DON'T KNOW
RE = REFUSED

Which of the issues you've just told me about would you say made it most difficult for you to stay in school your first year?

>G_EASY<

What, if anything, could [[last school attended in NPSAS year]/ the schools you attended that year] have done to make your first year of study easier for you?

ALLOW UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE.)

>G_WHOHLP<

Who would you say helped you most during your first year as postsecondary student?

1 = family/spouse
2 = other students
3 = friends outside of school
4 = faculty
5 = teaching assistants
6 = staff in student assistance centers (tutors, counselors, etc.
7 = other school staff (non-faculty)
8 = other - please specify
DK = DON'T KNOW
RE = REFUSED

>G_SATISF<

Ask if enrolled at a less-than 2-year school.
Else go to G_FREQ.

Please tell me if you were satisfied or dissatisfied with
each of the following at [last school attended in NPSAS year]...

The career preparation you received...
1 = SATISFIED
2 = DISSATISFIED
3 = DID NOT USE
4 = NOT AVAILABLE

The training you received to use the tools and equipment
needed to work in your field...
1 = SATISFIED
2 = DISSATISFIED
3 = DID NOT USE
4 = NOT AVAILABLE

The counseling services ...
1 = SATISFIED
2 = DISSATISFIED
3 = DID NOT USE
4 = NOT AVAILABLE

The job placement services ...
1 = SATISFIED
2 = DISSATISFIED
3 = DID NOT USE
4 = NOT AVAILABLE
DK = DON'T KNOW

>G_FREQ<

Go to G_HIGHED if level of last school in NPSAS year was less than 2-year.

During your first year of study at [NPSAS school]
[and [last school attended in NPSAS year]]
please tell me how often you did each of the following...

INTERVIEWER: USE THE HELP KEY ON THE FOLLOWING SCREENS IF NECESSARY TO RE-DISPLAY THIS PROMPT

>G_FRQPRE<

How often did you:

(How often did you:)
Prepare for classes in advance?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQCOL<

How often did you:
(How often did you:)
Study, or work on class projects, with other students?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQGRA<

How often did you:
(How often did you:)
Have classes taught by graduate students?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQCOM<

How often did you:
(How often did you:)
Use a personal computer?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQFIN<

How often did you:
(How often did you:)
Prepare more than one day before final exams?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQLEC<

How often did you:
(How often did you:)
Have courses that consisted only of lectures?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQWRI<

How often did you:
(How often did you:)
Have to write papers for courses?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQLIB<

How often did you:
(How often did you:)
Have to use the library to find information?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQESS<

How often did you:
(How often did you:)
Have to write essay answers as part of exams?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_FRQGRD<

How often did you:
(How often did you:)
Receive lower grades than expected?

0 = NEVER
1 = SOMETIMES
2 = OFTEN
DK = DON'T KNOW
RE = REFUSED

>G_HIGHED<

What is the highest level of education you
expect to complete?

1 = no degree or certificate expected
2 = certificate
3 = associate's degree
4 = bachelor's degree
5 = completion of post-baccalaureate program
6 = master's degree
7 = advanced degree -- doctoral or first-professional degree
(PH.D.,ED.D.,MD,JD,DDS,etc.)
DK = DON'T KNOW
RE = REFUSED

If G_HIGHED lt 4, go to G_CAREER.
Else go to G_TRNBCH.

>G_TRNBCH<

If level of current school is 4-year, go to G_GRDSCH.

Do you intend to transfer from [current school] to
a 4-year institution in order to complete a bachelor's degree?

1 = YES
2 = NO
DK = DON'T KNOW
RE = REFUSED

>G_GRDSCH<

If R currently not seeking bachelor's degree and highest degree expected is bachelor's or less, go to G_CAREER.

How soon after completing your bachelor's degree do you plan to go to graduate school?

1 = immediately after
2 = taking a year off before graduate school
3 = taking two or more years off before graduate school
4 = taking time off - not sure how long
DK = DON'T KNOW
RE = REFUSED

>G_CAREER<

If not currently enrolled, go to G_END.

What job, if any, do you expect to have when you complete your education?

INTERVIEWER: PLEASE ENTER THE OCCUPATION INFO ONLY IN THE FOLLOWING SCREENS OF THE USEREXIT

1 = ENTER THE USER EXIT
2 = SKIP OVER THE USER EXIT

>G_END<

SECTION H: LOCATING INFORMATION

>H_P1INFO<

If parents deceased, go to H_OCSAME.

Would you please [confirm/update] the name, address, and phone number for your parent?

Currently:

[display preloaded address]

1 = verified existing information
2 = update existing information
(Or this parent deceased, update this info for other parent)
3 = clear old information and provide new information
(Or this parent deceased, provide new info for other parent)
9 = both parent(s) deceased
DK=DON'T KNOW
RE=REFUSED
If 2 or 3, go to H-P1AD.
Else go to H_OCSAME.

>H_P1AD<

ENTER FIRST NAME.

ENTER MIDDLE INITIAL.

ENTER LAST NAME AND SUFFIX.

ENTER LINE 1 OF ADDRESS.

ENTER LINE 2 OF ADDRESS.

ENTER CITY OF RESIDENCE.

ENTER ALPHABETICAL CODE FOR STATE.

ENTER ZIP CODE:

ENTER PHONE NUMBER:

INTERVIEWER: SPECIFY THE RELATIONSHIP BELOW:
1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN

>H_P2SAME<

If only 1 parent, go to H_OCSAME.

INTERVIEWER: IF R INDICATED THAT OTHER PARENT IS DECEASED, DO NOT ASK THIS QUESTION; CODE **9** INSTEAD

Is your other parent's address and phone number the same as the information you just gave me?

1 = YES
2 = NO
9 = OTHER PARENT DECEASED
DK=DON'T KNOW
RE=REFUSED

May I have your other parent's name?

ENTER FIRST NAME.
ENTER MIDDLE INITIAL.
ENTER LAST NAME AND SUFFIX.

INTERVIEWER: SPECIFY THE RELATIONSHIP BELOW:
1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN

If H_P2SAME = 2, go to H_P2INFO.
Else go to H_OCSAME.

>H_P2INFO<

Would you please [confirm/update] address and phone number for your other parent?

Currently:
[display preloaded address]

1 = VERIFIED EXISTING INFORMATION
2 = UPDATE EXISTING INFORMATION
3 = CLEAR OLD INFORMATION AND PROVIDE NEW INFORMATION
9 = PARENT(S) DECEASED
DK=DON'T KNOW
RE=REFUSED

If 2 or 3, go to H_P2AD.
Else go to H_OCSAME.

>H_P2AD<

May I have your other parent's address and phone number?

(FIRST NAME)

(MIDDLE INITIAL)

(LAST NAME AND SUFFIX)

ENTER LINE 1 OF ADDRESS.

ENTER LINE 2 OF ADDRESS.

ENTER CITY OF RESIDENCE.

ENTER ALPHABETICAL CODE FOR STATE.

ZIP CODE:

ENTER PHONE NUMBER:

INTERVIEWER: SPECIFY THE RELATIONSHIP BELOW:
1 = MOTHER/FEMALE GUARDIAN
2 = FATHER/MALE GUARDIAN

>H_OCSAME<

If no preloaded address information, go to H_OCINF2.

You previously told us that [name]
was someone who would always know how to get in touch with you.
Is this still correct?

1 = YES
2 = NO
DK=DON'T KNOW
RE=REFUSED

If 1, go to H_OCINFO.
Else go to H_OCINF2.

>H_OCINFO<

I would like to verify the address and phone number of this person.

Currently:

[display preloaded address]

1 = VERIFIED EXISTING INFORMATION
2 = UPDATE EXISTING INFORMATION
3 = CLEAR OLD INFORMATION AND PROVIDE NEW INFORMATION

>H_OCINF2<

Would you please tell me the name, address and phone number of a person other than your parent(s) who lives at an address different from yours and who will always know where to get in touch with you?

1 = YES
2 = NO
If 1, go to H_OCAD.
Else go to H_SPOUSE.

>H_OCAD<

Please tell me the name and address of someone who will always know how to contact you.

(FIRST NAME)
ENTER FIRST NAME.

(MIDDLE INITIAL)
ENTER MIDDLE INITIAL.

(LAST NAME AND SUFFIX)
ENTER LAST NAME AND SUFFIX.

ENTER LINE 1 OF ADDRESS.

ENTER LINE 2 OF ADDRESS.

ENTER CITY OF RESIDENCE.

ENTER ALPHABETICAL CODE FOR STATE.

ENTER ZIP CODE:

ENTER PHONE NUMBER:

What is this person's relationship to you?

3 = SISTER/BROTHER
4 = SPOUSE
5 = OTHER RELATIVE
6 = FRIEND
7 = CHILD
9 = OTHER SPECIFY

SPECIFY RELATIONSHIP OF CONTACT.

>H_SPOUSE<

Ask if married.
Else go to H_VERPRM.

What is your spouse's full name (including maiden name)?

ENTER FIRST NAME

ENTER MIDDLE INITIAL

ENTER LAST NAME AND SUFFIX

ENTER MAIDEN NAME

>H_VERPRM<

We'd like to verify your **permanent** address. Is it same as or similar to:

[display preloaded addresses]

1 = PRELOADED PERMANENT ADDRESS
2 = PARENT ADDRESS
3 = ADDRESS FROM CURRENT ROSTER LINE
9 = DIFFERENT FROM ABOVE

Enter 1, 2, 3, 9:

DO YOU NEED TO CORRECT THE ADDRESS?
1 = YES
2 = NO
3 = ADDRESS FROM CURRENT ROSTER LINE
9 = DIFFERENT FROM ABOVE
DK=DON'T KNOW
RE=REFUSED

>H_PRMADR<

INTERVIEWER: VERIFY AND/OR UPDATE THE PERMANENT ADDRESS.

ENTER LINE 1 OF ADDRESS.

ENTER LINE 2 OF ADDRESS.

ENTER CITY OF RESIDENCE.

ENTER ALPHABETICAL CODE FOR STATE.

ZIP CODE:

ENTER PHONE NUMBER:

>H_VERLOC<

[display proloaded addresses]

1 = PERMANENT ADDRESS FROM H_PRMADR
2 = LOCAL ADDRESS FROM PRELOAD
3 = ADDRESS FROM CURRENT ROSTER LINE
9 = DIFFERENT FROM ABOVE

Enter 1, 2, 3, 9:

DO YOU NEED TO CORRECT THE ADDRESS?
1 = YES
2 = NO
3 = ADDRESS FROM CURRENT ROSTER LINE
9 = DIFFERENT FROM ABOVE
DK=DON'T KNOW
RE=REFUSED

>H_LOCADR<

INTERVIEWER: VERIFY AND/OR UPDATE THE LOCAL ADDRESS.

ENTER LINE 1 OF ADDRESS.

ENTER LINE 2 OF ADDRESS.

ENTER CITY OF RESIDENCE.

ENTER ALPHABETICAL CODE FOR STATE.

ENTER ZIP CODE:

ENTER PHONE NUMBER:

>H_OTHNAM<

INTERVIEWER: PROMPT FOR NICKNAMES, MAIDEN NAMES, LEGAL NAME CHANGES, ETC.

Have you ever been known by any name other than
[student's full name]?

1 = YES
2 = NO

What is that other name?

ENTER FIRST NAME

ENTER MIDDLE INITIAL

ENTER LAST NAME AND SUFFIX

>H_DLSTV<

If preloaded information not available, go to H_DLSTAT.

Our records show that the state in which your driver's license was issued is [state].

Is this correct?

1 = YES
2 = NO

If 1, go to H_DLNUMV.
If 2, go to H_DLSTAT.
Else go to H_SOCSEC.

>H_DLSTAT<

To help us in locating you later, please tell me in what state your driver's license was issued.

>H_DLCNPR<

INTERVIEWER: RESPONDENT INDICATED DL ISSUED IN CANADA. SPECIFY CANADIAN PROVINCE.

Which province was your driver's license issued in?

AB= Alberta
BC= British Columbia
MB= Manitoba
NB= New Brunswick
NF= Newfoundland
NS= Nova Scotia
ON= Ontario
PE= Prince Edward Island
PQ= Quebec
SK= Saskatchewan
NT= Northwst Territories
YT= Yukon Territory

>H_DLNUMV<

Our records show that your driver's license number is [number].

Is this correct?

1 = YES
2 = NO
DK=DON'T KNOW
RE=REFUSED

If 2, go to H_DLNUM.
Else go to H_SOCSEC.

>H_DLNUM<

May I have your driver's license number?

1 = YES
2 = NO

ENTER DRIVER'S LICENSE NUMBER:

>H_SOCSEC<

If preloaded information available, go to H_EMAILV.

Can you tell me your social security number (1=YES 2=NO)?

>H_EMAILV<

If preloaded information not available, go to H_EMAIL.

According to our records, your e-mail (ELECTRONIC MAIL) address is:
[e-mail adress].

Is this correct?

1 = YES
2 = NO

If 1, go to H_WEB.
Else go to H_EMAIL.

>H_EMAIL<

Do you have an e-mail (ELECTRONIC MAIL) address?

1 = YES
2 = NO

What is it?

>H_WEB<

Do you have access to the Internet, or World Wide Web?

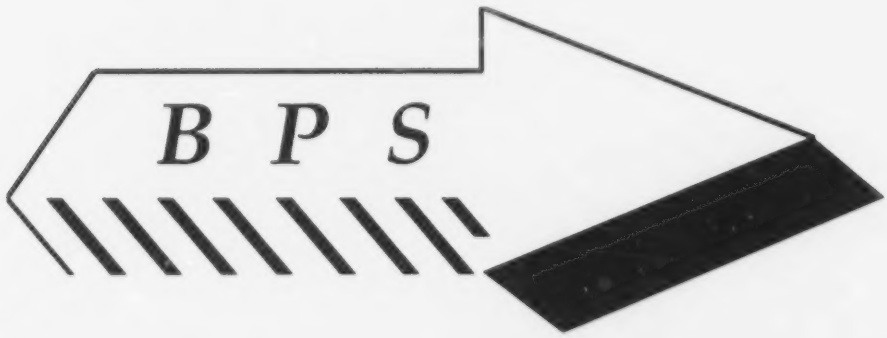
1 = YES
2 = NO
DK=DON'T KNOW
RE=REFUSED
>H_END<

Abbreviated Interview

Abbreviated Interview
NPSAS Respondent Version

OMB No. 1850-0631
Expires: 04/30/2000

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY



Instructions

Please answer each question by placing an **X** in the box next to the appropriate response or filling in the information requested. Instructions and definitions for selected items are provided below.

Your participation in this study is completely voluntary and your decision to participate will not affect any financial aid or other benefits you are receiving. You may decline to answer any question. All information you provide is confidential. When you have completed your self-administered interview, **please return it within 2 weeks** in the self-addressed, **postage-paid** return envelope provided. Thank you for participating in this very important study.

Postsecondary Enrollment Table

Column A. Enter the school name, and the city and state where the school is located.
Column B. Enter the start and end dates (month and year) of school attendance.
Column C. Indicate whether you are currently attending the school (Yes or No).
Column D. Indicate whether you are/were enrolled full-time, part-time, or a combination of full-time and part-time.
Column E. Enter your major or primary subject area.
Column F. Indicate the type of degree.
Column G. Indicate whether you received a degree from this school (Yes, No, Not applicable).
Column H. Indicate the month and year the degree was received or is expected, if applicable.

Work History

Questions referring to work or employment mean a job for pay.
Question 3. Indicate whether the job(s) you have had while in school and during vacation have been important to paying for your school costs (including tuition, books, fees, living expenses and spending money while enrolled).
Question 5. If the number of hours worked per week varied, estimate the average number of hours per week.
Question 7. Enter the gross hourly wage.
Question 13. If you are not sure of the annual figure, estimate it based on your hourly, weekly, or monthly gross pay. Multiply hourly pay by 2080, weekly pay by 52, or monthly pay by 12.

Contact Information

Question 16. If both of your parents or guardians live at the same address, enter their contact information and check the box marked *Both parents/guardians*. If your parents or guardians do not live at the same address, write in the contact information for one of your parents, and check the appropriate box to indicate their relationship to you.

Question 17. Enter the contact information of a person other than your parent(s) who will always know how to get in touch with you.

Associate's degree (AA, AAS, AS) - A degree requiring at least 2 but less than 4 years of full-time college work (or the equivalent).
Bachelor's degree (BA, BS) - A degree awarded by a 4-year college or university requiring at least 4 years of full-time college work (or the equivalent).
Certificate of high school completion - Awarded when a student attended a high school for the minimum number of days required but did not complete all the courses required for a diploma.
Certificate or diploma program - An award certifying the completion of a postsecondary education program, usually requiring less than two years.
Co-op placement - Paid work experience for credit. The student normally does not take classes at the same time.
Internship - Paid work in which a student gains supervised practical experience in his/her field of study or other area of interest.
General Education Development (GED) - A certificate awarded to those who did not finish high school who have earned the equivalent of a high school diploma by completing GED classes and passing required GED exams.
Gross -Total income before taxes, social security and other withholdings are subtracted.
National Center for Education Statistics (NCES) - part of the U.S. Department of Education.
National Postsecondary Student Aid Study (NPSAS) - A comprehensive study of students enrolled in formal education programs beyond high school, including those offered by less-than-2-year institutions, community, junior, and other 2-year institutions, and 4-year colleges and universities in the United States and Puerto Rico. Issues addressed by NPSAS include trends in student financial aid and how students and families pay for postsecondary education.
Postsecondary - Formal education program beyond high school, including those offered by less-than-2-year institutions, community, junior, and other 2-year institutions, and 4-year colleges and universities.
Work study - A financial aid program providing students the opportunity to earn money to help pay education expenses.

Postsecondary Enrollment Table

Please enter the information requested about all postsecondary institutions (schools, colleges, universities) you have attended since May 1, 1995. **If you took a break from school that lasted more than four (4) months, use a new line for each separate enrollment period.**

A	B		C	D	E	F	G	H
School name and location (city, state)	Dates attended		Currently enrolled? (Yes/No)	Enrollment status (Full-time/ Part-time/ Combination)	Major/Field of Study	Degree sought (AA/AS, BA/BS, Certificate, None)	Degree received? (Yes/No/Not applicable)	Degree award date (Mo/Yr)
	From (Mo/Yr)	To (Mo/Yr)						
North Carolina State University Raleigh, NC	*8/95*	*5/97*	*Yes*	*Full-time*	*History*	*BA*	*No*	*5/98*

C-91

BEST COPY AVAILABLE

Work History

1. Since 1995, how much of the time that you have been enrolled in school have you also been employed?

   0 ☐ None of the time
   1 ☐ Some of the time
   2 ☐ Most of the time
   3 ☐ All of the time

2. Since 1995, how much of your vacation time (summers and holidays) have you spent working?

   0 ☐ None of the time
   1 ☐ Some of the time
   2 ☐ Most of the time
   3 ☐ All of the time

3. How important has your job income been to financing your education?

   0 ☐ Did not work →**Go to question 8**
   1 ☐ Very important
   2 ☐ Somewhat important
   3 ☐ Not important

The next few questions have to do with employment while you are in school. **If you are no longer enrolled** in school, answer the questions for the last job you held during the last term you were enrolled. **If you are currently enrolled**, answer the questions for your present or most recent term.

4. During your most recent term, were you working while you were enrolled in school?
   1 ☐ Yes
   2 ☐ No →**Go to Question 8**

5. About how many hours per week were you working while enrolled?

6. Was your job a work study position, an internship, or a co-op placement? (If you had more than one job, please provide information on the one job in which you worked the greatest number of hours per week.)

   1 ☐ Work study
   2 ☐ Internship
   3 ☐ Co-op placement
   0 ☐ None of the above

7. How much were you earning **per hour** in your job?

   $

8. What is your current enrollment status? (*Please check one.*)
   1 ☐ Still enrolled in school →**Go to Question 15**
   2 ☐ On a break from school that will last four months or less →**Go to Question 15**
   3 ☐ Left school but intend to return in the future →**Go to Question 9**
   4 ☐ Left school with no intention to return →**Go to Question 9**
   5 ☐ Completed program and graduated →**Go to Question 9**

Questions 9 through 14 collect information on **your first job after leaving school**.

9. Which of the following best describes **your first job** after graduating from, or otherwise leaving, school? (If you had more than one job at the time you left, please answer the following questions about the one job requiring the greatest number of hours per week.)

   1 ☐ A new job with a new employer
   2 ☐ A new job with the same employer you had while you were enrolled
   3 ☐ The same job with the same employer you had while you were enrolled

10. What was your job title in that job?

11. In what month and year did you start that job?

Month	Year

12. How many hours per week were you working at that job after leaving school?

13. What was your annual starting salary for that job?

$

14. Who were you working for in that job?

0 ☐ Myself (self-employed)
1 ☐ The federal government
2 ☐ A state government
3 ☐ A local government (e.g., county, city)
4 ☐ A nonprofit organization
5 ☐ A for-profit organization (not self employed)

Contact Information

15. Please enter your permanent address and telephone number.

Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	

In order to be able to contact you in the future, we need to collect address information for your parents or guardians, and for one other individual who will know your whereabouts over the next two to four years.

16. Please provide the name, address, and telephone number for your parent(s) or guardian(s).

Name(s)	
Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	
Relationship	1 ☐ Both parents/guardians 2 ☐ Mother/female guardian 3 ☐ Father/male guardian

17. Please provide the name, address, and telephone number of someone, other than your parent(s) listed above, who will always know where to reach you.

Name	
Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	

Relationship

1 ☐ Mother/female guardian
2 ☐ Father/male guardian
3 ☐ Sister/brother
4 ☐ Spouse
5 ☐ Other relative
6 ☐ Friend
7 ☐ Child
8 ☐ Other

18. What is your Internet e-mail (electronic mail) address?
Enter e-mail address

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT STUDY

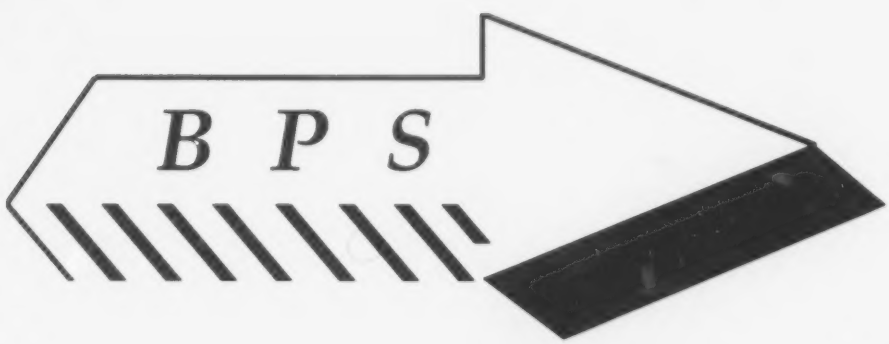
Please return your completed booklet within 2 weeks in the enclosed, postage paid envelope, or mail to:

Ms. Ruth Heuer
Education Surveys Program
Research Triangle Institute
P. O. Box 12194
Research Triangle Park, NC 27709

Abbreviated Interview
NPSAS Nonrespondent Version

OMB No. 1850-0631
Expires: 04/30/2000

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY



Instructions

Please answer each question by placing an **X** in the box next to the appropriate response or filling in the information requested. Instructions and definitions for selected items are provided below.

Your participation in this study is completely voluntary and your decision to participate will not affect any financial aid or other benefits you are receiving. You may decline to answer any question. All information you provide is confidential. When you have completed your self-administered interview, **please return it within 2 weeks** in the self-addressed, **postage-paid** return envelope provided. Thank you for participating in this very important study.

Postsecondary Enrollment Table
Column A. Enter the school name, and the city and state where the school is located.
Column B. Enter the start and end dates (month and year) of school attendance.
Column C. Indicate whether you are currently attending the school (Yes or No).
Column D. Indicate whether you are/were enrolled full-time, part-time, or a combination of full-time and part-time.
Column E. Enter your major or primary subject area.
Column F. Indicate the type of degree.
Column G. Indicate whether you received a degree from this school (Yes, No, Not applicable).
Column H. Indicate the month and year the degree was received or is expected, if applicable.

Work History
Questions referring to work or employment mean a job for pay.
Question 3. Indicate whether the job(s) you have had while in school and during vacation have been important to paying for your school costs (including tuition, books, fees, living expenses and spending money while enrolled).
Question 5. If the number of hours worked per week varied, estimate the average number of hours per week.
Question 7. Enter the gross hourly wage.
Question 13. If you are not sure of the annual figure, estimate it based on your hourly, weekly, or monthly gross pay. Multiply hourly pay by 2080, weekly pay by 52, or monthly pay by 12.

Contact Information
Question 16. If both of your parents or guardians live at the same address, enter their contact information and check the box marked *Both parents/guardians*. If your parents or guardians do not live at the same address, write in the contact information for one of your parents, and check the appropriate box to indicate their relationship to you.

Question 17. Enter the contact information of a person other than your parent(s) who will always know how to get in touch with you.

Glossary

Associate's degree (AA, AAS, AS) - A degree requiring at least 2 but less than 4 years of full-time college work (or the equivalent).

Bachelor's degree (BA, BS) - A degree awarded by a 4-year college or university requiring at least 4 years of full-time college work (or the equivalent).

Certificate of high school completion - Awarded when a student attended a high school for the minimum number of days required but did not complete all the courses required for a diploma.

Certificate or diploma program - An award certifying the completion of a postsecondary education program, usually requiring less than two years.

Co-op placement - Paid work experience for credit. The student normally does not take classes at the same time.

Internship - Paid work in which a student gains supervised practical experience in his/her field of study or other area of interest.

General Education Development (GED) - A certificate awarded to those who did not finish high school who have earned the equivalent of a high school diploma by completing GED classes and passing required GED exams.

Gross -Total income before taxes, social security and other withholdings are subtracted.

National Center for Education Statistics (NCES) - part of the U.S. Department of Education.

National Postsecondary Student Aid Study (NPSAS) - A comprehensive study of students enrolled in formal education programs beyond high school, including those offered by less-than-2-year institutions, community, junior, and other 2-year institutions, and 4-year colleges and universities in the United States and Puerto Rico. Issues addressed by NPSAS include trends in student financial aid and how students and families pay for postsecondary education.

Postsecondary - Formal education program beyond high school, including those offered by less-than-2-year institutions, community, junior, and other 2-year institutions, and 4-year colleges and universities.

Work study - A financial aid program providing students the opportunity to earn money to help pay education expenses.

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Enrollment History and Background Information

I-1. Were you enrolled at the NPSAS school **between July 1, 1994 and June 30, 1995**? ***The NPSAS school is the school identified on the label shown on the front cover of this booklet.***

1 ☐ Yes
2 ☐ No → *Go to page 4.*

I-2. **Between July 1, 1994 and June 30, 1995**, were you enrolled at the NPSAS school in at least one course bearing credits that could be transferred to another school?

1 ☐ Yes
2 ☐ No

I-3. Which of the following best describes the program you enrolled in at the NPSAS school **between July 1, 1994 and June 30, 1995**?

1 ☐ A certificate or diploma program requiring **less than 300 clock hours** for completion
2 ☐ A certificate or diploma program requiring **at least 300 clock hours** for completion
3 ☐ An associate's degree program
4 ☐ A bachelor's degree program
5 ☐ Not enrolled in a formal degree or certificate program
6 ☐ Other – *(Please specify)*

_____

I-4. Was the NPSAS school the first postsecondary institution you ever attended after high school?

1 ☐ Yes
2 ☐ No

I-5. When did you first attend the NPSAS school after high school?

Month Year

I-6. Which of the following describes your high school experience?

1 ☐ Received a high school diploma
2 ☐ Passed a GED test
3 ☐ Received a certificate of high school completion
4 ☐ Did not complete high school requirements
5 ☐ Completed program at a foreign high school

I-7. When did you graduate or complete your high school requirements? If you did not complete high school, in what month and year were you last enrolled in high school?

Month Year

I-8. What is your date of birth?

Month Day Year

I-9. Are you of Hispanic origin?

1 ☐ Yes
2 ☐ No

I-10. What is your race?

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
4 ☐ White
5 ☐ Other (*Please specify*)

_____

I-11. What was your marital status on July 1, 1994?

1 ☐ Single, never married
2 ☐ Married
3 ☐ Separated
4 ☐ Divorced
5 ☐ Widowed

I-12. As of July 1, 1994, how many people (including children, parents, guardians, others) were receiving at least 50% of their support from you? ***Do not include yourself or your spouse.*** Enter 0 if none.

Postsecondary Enrollment Table

Please enter the information requested about all postsecondary institutions (schools, colleges, universities) you have attended since high school. **If you took a break from school that lasted more than four (4) months, use a new line for each separate enrollment period.**

A	B		C	D	E	F	G	H
School name and location (city, state)	Dates attended		Currently enrolled? (Yes/No)	Enrollment status (Full-time/ Part-time/ Combination)	Major/Field of Study	Degree sought (AA/AS, BA/BS, Certificate, None)	Degree received? (Yes/No/Not applicable)	Degree award date (Mo/Yr)
	From (Mo/Yr)	To (Mo/Yr)						
North Carolina State University Raleigh, NC	8/94	5/97	Yes	Full-time	History	BA	No	5/98
173								
								174

Work History

1. Since 1995, how much of the time that you have been enrolled in school have you also been employed?
   - 0 ❑ None of the time
   - 1 ❑ Some of the time
   - 2 ❑ Most of the time
   - 3 ❑ All of the time

2. Since 1995, how much of your vacation time (summers and holidays) have you spent working?

   - 0 ❑ None of the time
   - 1 ❑ Some of the time
   - 2 ❑ Most of the time
   - 3 ❑ All of the time

3. How important has your job income been to financing your education?

   - 0 ❑ Did not work →**Go to question 8**
   - 1 ❑ Very important
   - 2 ❑ Somewhat important
   - 3 ❑ Not important

The next few questions have to do with employment while you are in school. **If you are no longer enrolled** in school, answer the questions for the last job you held during the last term you were enrolled. **If you are currently enrolled**, answer the questions for your present or most recent term.

4. During your most recent term, were you working while you were enrolled in school?
   - 1 ❑ Yes
   - 2 ❑ No →**Go to Question 8**

5. About how many hours per week were you working while enrolled?

6. Was your job a work study position, an internship, or a co-op placement? (If you had more than one job, please provide information on the one job in which you worked the greatest number of hours per week.)

   - 1 ❑ Work study
   - 2 ❑ Internship
   - 3 ❑ Co-op placement
   - 0 ❑ None of the above

7. How much were you earning **per hour** in your job?

   $

8. What is your current enrollment status? (*Please check one.*)
   - 1 ❑ Still enrolled in school →**Go to Question 15**
   - 2 ❑ On a break from school that will last four months or less →**Go to Question 15**
   - 3 ❑ Left school but intend to return in the future →**Go to Question 9**
   - 4 ❑ Left school with no intention to return →**Go to Question 9**
   - 5 ❑ Completed program and graduated →**Go to Question 9**

Questions 9 through 14 collect information on **your first job after leaving school**.

9. Which of the following best describes **your first job** after graduating from, or otherwise leaving, school? (If you had more than one job at the time you left, please answer the following questions about the one job requiring the greatest number of hours per week.)

   - 1 ❑ A new job with a new employer
   - 2 ❑ A new job with the same employer you had while you were enrolled
   - 3 ❑ The same job with the same employer you had while you were enrolled

10. What was your job title in that job?

11. In what month and year did you start that job?

Month Year

12. How many hours per week were you working at that job after leaving school?

13. What was your annual starting salary for that job?

$

14. Who were you working for in that job?

0 ☐ Myself (self-employed)
1 ☐ The federal government
2 ☐ A state government
3 ☐ A local government (e.g., county, city)
4 ☐ A nonprofit organization
5 ☐ A for-profit organization (not self employed)

Contact Information

15. Please enter your permanent address and telephone number.

Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	

In order to be able to contact you in the future, we need to collect address information for your parents or guardians, and for one other individual who will know your whereabouts over the next two to four years.

16. Please provide the name, address, and telephone number for your parent(s) or guardian(s).

Name(s)	
Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	
Relationship	1 ☐ Both parents/guardians 2 ☐ Mother/female guardian 3 ☐ Father/male guardian

17. Please provide the name, address, and telephone number of someone, other than your parent(s) listed above, who will always know where to reach you.

Name	
Number and Street (Include apartment number)	
City	
State	
ZIP Code	
Telephone Number (Include area code)	

Relationship

1 ☐ Mother/female guardian
2 ☐ Father/male guardian
3 ☐ Sister/brother
4 ☐ Spouse
5 ☐ Other relative
6 ☐ Friend
7 ☐ Child
8 ☐ Other

18. What is your Internet e-mail (electronic mail) address?
Enter e-mail address

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT STUDY

Please return your completed booklet within 2 weeks in the enclosed, postage paid envelope, or mail to:

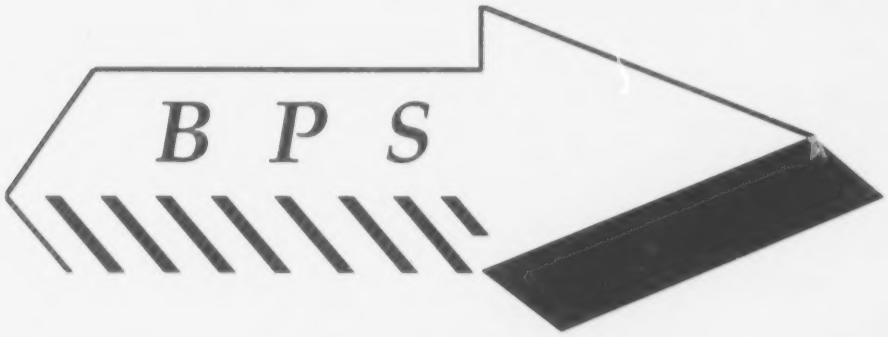
Ms. Ruth Heuer
Research Triangle Institute
Education Surveys Program
P.O. Box 12194
Research Triangle Park, NC 27709

Abbreviated Interview
Spanish Version

OMB No. 1850-0631
Expiración: 04/30/2000

ESTUDIO LONGITUDINAL DE ESTUDIANTES COMENZANDO POS-SECUNDARIA

Beginning Postsecondary Students Longitudinal Study (BPS)



Instrucciones

Favor de contestar cada pregunta anotando una **X** en la casilla al lado de la respuesta apropiada o llenando la información requerida. Instrucciones y definiciones para algunos artículos se encuentran más abajo.

Su participación en este estudio es completamente voluntaria y su decisión a participar no afectaría cualquier asistencia económica u otros beneficios que usted esté recibiendo. Usted puede negarse a contestar cualquier pregunta. Toda información que nos provea será completamente confidencial. Cuando haya terminado este cuestionario por sí mismo(a), **favor de devolverlo antes de 2 semanas** en el sobre que encontrará adjunto el cuál contiene la dirección y, **franqueo pagado.** Gracias por haber participado en este estudio de tan gran importancia.

Tabla sobre Matriculación Pos-Secundaria

Columna A. Anote el nombre de la escuela, y la ciudad y estado (o país) en donde está hubicada la escuela.

Columna B Anote las fechas cuando comenzó y terminó (mes y año) esa escuela.
Columna C. Indique si está actualmente asistiendo a esa escuela (Sí o No).
Columna D. Indique si está/estaba matriculado(a) por tiempo completo, tiempo parcial, o una combinación de ambos.
Columna E. Anote su concentración o enfoque principal de estudios.
Columna F. Indique el tipo de grado/diploma o título.
Columna G. Indique si recibió un título de ésta escuela (Sí, No, No aplica).
Columna H. Indique el mes y año cuando recibió su título o espera recibirlo, si aplica a su situación.

Historial de Empleo

Preguntas a cerca de empleo o trabajo se refieren a un empleo con paga.
Pregunta 3. Indique si el (los) empleo(s) que haya tenido mientras estudiaba y durante las vacaciones le ha sido importante para pagar sus gastos de estudios (incluyendo la matrícula, libros, y derechos de matrícula, gastos de vivienda y gastos en general mientras estaba matriculado(a)).
Pregunta 5. Si el número de horas que trabajaba por semana no es fijo, dé un promedio de horas por semana.
Pregunta 7. Anote el sueldo por hora (suma total/hora).
Pregunta 13. Si no está seguro(a) de una suma anual, dé un estimado de su sueldo por hora, semana o mes (sin restar impuestos). Multiplique la cantidad por 2080 si son horas, por 52 si es por semana , o por 12 si es por mes.

Información para mantenernos en comunicación.

Pregunta 16. Si ambos padres o tutores (guardianes) viven en la misma dirección, anote información para poder comunicarnos y marque la casilla *Ambos padres/tutores*. Si sus padres o tutores no tienen la misma dirección, escriba la información para comunicarnos con uno de sus padres, y marque la casilla apropiada para indicar el parentesco a usted.

Pregunta 17. Anote la información para comunicarnos con alguna otra persona que no sea su padre/madre y quien siempre supiera cómo ponerse en contacto con usted.

Glossary

Título/Grado Asociado (AA, AAS, AS) - Un título/diploma que requiere por lo menos 2 pero menos de 4 años de estudios universitarios de tiempo completo (o lo equivalente).
Bachillerato (Licienciatura) (BA, BS) - Un título conferido por una universidad (o colegio) de 4-años que requiere por lo menos 4 años de estudios universitarios de tiempo completo (o lo equivalente).
Certificado de terminar escuela secundaria (superior).- Conferido cuando un estudiante asiste a una escuela secundaria por unos mínimos días requeridos pero no termino todos los cursos para obtener un diploma.
Programa de certificado o diploma.- Un certificado o diploma otorgado a personas que terminan algún programa de estudios pos-secundarios que requieren menos de 2 años.
Colocación "Co-op". - Empleo con paga en cambio de créditos. El estudiante normalmente no toma cursos (clases) a la misma vez.
Internado (Práctica) - Empleo con paga en donde el estudiante obtiene experiencia práctica en su rama/especialización u otra rama de interés.
General Education Development (GED) - Un certificado conferido a personas que no terminaron la escuela secundaria pero quienes han tomado cursos de GED y han pasado un examen requerido de GED.
Suma Total de Ingresos. -Ingresos totales antes de restarles impuestos de ingresos o de seguro social u otro tipos de deducciones.
National Center for Education Statistics (NCES) - una rama del Departamento de Educación de los EE.UU.
National Postsecondary Student Aid Study (NPSAS) - Una encuesta comprensiva de estudiantes quienes estaban matriculados en un programa formal de educación después de terminar la secundaria. Se incluyen instituciones con programas de toda duración, ya sea de menos de 2 años, de 2 años tales como un colegio de la comunidad ("Community or Junior College), y al igual que universidades de 4 años en los Estados Unidos y Puerto Rico. Temas importantes que se investigan en NPSAS incluyen la manera en que familias y estudiantes pagan por sus estudios y que tipo de asistencia económica le es necesaria.
Pos-Secundaria - Programa de educación formal después de la escuela secundaria (superior); incluyendo esos de duración de menos de 2 años, "community or junior college", y otras instituciones que toman 2-años para completar, y al igual que universidades con programas de duración de 4 años.
Estudio y Trabajo ("work study"). Un programa de asistencia económica en cual el estudiante tiene la oportunidad de trabajar para ayudarse a pagar sus gastos educacionales.

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Antecedentes y Historial de Matriculación

I-1. Estaba matriculado usted en la escuela NPSAS **entre las fechas del 1 de julio, 1994 y 30 de junio, 1995?** ***El nombre de la escuela NPSAS se encuentra el la etiqueta que se encuentra en la primera página de este folleto.***

1 ☐ Si
2 ☐ No → ***Salte a Página 4.***

I-2. **Entre las fechas de 1 de julio, 1994 y el 30 de junio, 1995**, en la escuela NPSAS ¿estaba matriculado(a), por los menos, en un curso (clase) que resultaria en créditos que pudieran ser transferido a otra escuela?

1 ☐ Si
2 ☐ No

I-3. De las siguientes opciones, ¿cuál describe mejor el programa de estudios en que se encontraba usted matriculado(a) en la escuela NPSAS **entre las fechas de 1 de julio, 1994 y 30 de junio, 1995**?

1 ☐ Un programa otorgando un certificado o diploma con requisitos de tomar **menos de 300 horas (por reloj)** para completar
2 ☐ Un programa otorando un certificado o diploma con requisitos de tomar **por lo menos 300 horas (por reloj)** para completar
3 ☐ Un programa otorgando un titulo/grado asociado
4 ☐ Un programa otorgando un titulo de bachiller (bachillerato o licienciatura)
5 ☐ No estaba matriculado(a) en un programa formal para lograr un diploma, titulo universitario, o certificado
6 ☐ Otro – *(Favor de especificar)*

_____

I-4. La escuela NPSAS, ¿fue esa la primera institución de estudios pos-secundarios en la cuál usted asistió después de haber asistido a la escuela secundaria (superior)?

1 ☐ Si
2 ☐ No

I-5. ¿En que fecha asistió por primera vez la escuela NPSAS después de la escuela secundaria (superior)?

Mes Año

I-6. De las siguientes opciones, ¿cuál describe mejor su experiencia en la escuela secundaria (superior)?

1 ☐ Recibió un diploma de la secundaria
2 ☐ Aprobó un examen de GED
3 ☐ Recibió un certificado por haber terminado la secundaria
4 ☐ No terminó los requisitos para la secundaria
5 ☐ Completó a una escuela secundaria en un pais extranjero

I-7. ¿En qué fecha se graduó o terminó los requisitos para la escuela secundaria (superior)? Si no terminó la secundaria, ¿en que mes y año estuvo marticulado(a) en una escuela secundaria (superior) por última vez?

Mes Año

I-8. ¿Cuál es la fecha de su nacimiento?

Mes Día Año

I-9. ¿Es usted de origenes hispano/latino?
1 ☐ Sí
2 ☐ No

I-10. ¿Cuál es su raza?
1 ☐ Indio nore-american o native de Alaska
2 ☐ Asiático o isleño del Pacifico
3 ☐ Negro
4 ☐ Blanco
5 ☐ Otro (Favor de especificar)

_____

I-11. ¿Cuál era su estado civil el 1 de julio, 1994?
1 ☐ Soltero(a), nunca casado(a)
2 ☐ Casado(a)
3 ☐ Separado(a)
4 ☐ Divorciado(a)
5 ☐ Viudo(a)

I-12. Desde el 1 de julio, 1994, ¿cuántas personas (ya sean hijos, padres, u otros dependientes) estaban recibiendo un 50% de apoyo financiero (mantenimiento) de su parte? ***No se incluya a si mismo(a) o a su esposo(a).*** Anote 0 si nadie.

Tabla sobre Matriculación Pos-Secundaria

Favor de anotar la informacion requerida sobre toda institución pos-secundaria (escuelas, colegios, universidades) que haya asistido desde el 1de mayo, 1995. **Si tomó un descanso de sus estudios que duró más de cuatro (4) meses, use una linea nueva para cada distinto período en que estuvo matriculado(a).**

A	B		C	D	E	F	G	H
Nombre de la escuela y dirección (ciudad y estado/pais)	Fechas de asistencia		¿Actualmente matriculado(a)? (Si/No)	Estado de matricualción (Tiempo-completo, Tiempo-parcial, Combinación)	Concentración o Enfoque Principal de estudios	Tipo de Título (AA/AS, BA/BS, Certificado, Ningún)	¿Título recibido? (Si / No/ No aplica)	Fecha cuando título fue conferido (Mes/Año)
	Desde (Mes/Año)	Hasta (Mes/Año)						
North Carolina State University Raleigh, NC	*8/94*	*5/97*	*Si*	*Tiempo completo*	*Historia*	*BA*	*No*	*5/98*

Historial de Empleos

1. Desde 1995, ¿qué cantidad de su tiempo mientras estaba matriculado(a) ha estado trrabajando también?

   0❑ Nada del tiempo
   1❑ Algún tiempo
   2❑ La mayoria del tiempo
   3❑ Todo el tiempo

2. Desde 1995, ¿qué cantidad de tiempo durante sus vacaciones (los veranos y días festivos) lo ha pasado trabajando?

   0❑ Nada del tiempo
   1❑ Algún tiempo
   2❑ La mayoria del tiempo
   3❑ Todo el tiempo

3. ¿Qué tan importante le es el ingreso de su empleo para poder financiar su educación?

   0❑ No trabajó →**Salte a Pregunta 8**
   1❑ Muy importante
   2❑ Algo importante
   3❑ No es importante

Las próximas preguntas se relacionan con estar empleado mientras estaba en la escuela. **Si no está actualmente matriculado(a)** en una escuela, conteste las preguntas dándonos la información acerca del empleo que desempeñaba durante su último periodo académico (semestre) mientras estaba matriculado(a). **Si esta actualmente matriculado(a)**, conteste las preguntas tomando en cuenta el periodo académico (semestre) actual o el más reciente.

4. Durante su más reciente periodo académico, ¿estaba trabajando mientras estaba matriculado(a) en la escuela?

   1❑ Si
   ❑ No →**Salte a Pregunta 8**

5. Como promedio, ¿cuántas horas por semana estaba trabajando mientras estaba matriculado(a)?

6. ¿Resultó ser ese empleo una posición del programa estudio y trabajo, un internado (práctica), o una colocación co-operativa ? (Si mantuvo más de un empleo, favor de proveer información sobre uno en cual usted trabajó la mayor número de horas por semana.)

   1❑ Estudio y trabajo
   2❑ Internado (práctica)
   3❑ Colocación Co-op
   0❑ Ningunas de las arriba mencionadas

7. ¿Cuánto se estaba ganando (sueldo) **por hora** en su empleo?

   $

8. Actualmente, ¿qué diría es su estado de matricula? (*Favor de marcar uno.*)

   1❑ Actualmente matriculado(a) en la escuela →**Salte a Pregunta 15**
   2❑ En un periodo de descanso escolar que durará cuatro meses o menos →**Salte a Pregunta 15**
   3❑ Dejó la escuela pero tiene intenciones de regresar en el futuro. →**Siga con Pregunta 9**
   4❑ Dejó la escuela sin intenciones de regresar →**Siga con Pregunta 9**
   5❑ Terminó el programa y fue graduado →**Siga con Pregunta 9**

Las preguntas 9 al 14 recolectan información sobre **su primer empleo después de dejar/salirse de la escuela.**

9. ¿Cual de los siguientes describe mejor **su primer empleo** después de graduarse de, o de otra manera dejar, la escuela? (Si tuvó más de un empleo en ese entonces, favor de contestar las siguientes preguntas tomando en cuenta el trabajo que requeria la mayor cantidad de sus horas por semana.)

   1❑ Un nuevo empleo con un nuevo empleador (patrono)
   2❑ Un nuevo empleo con el mismo empleador (patrono) que tenia mientras estaba matriculado(a)
   3❑ El mismo empleo con el mismo empleador (patrono) que tenia mientras estaba matriculado(a)

10. ¿Cuál fue su titulo de trabajo en ese empleo?

11. ¿En qué mes y año empezó ese empleo?

Mes	Año

12. ¿Cuántas horas por semana estaba trabajando en ese empleo depués de dejar la escuela?

13. ¿Cuál fue su salario anual en ese empleo?

$

14. ¿Para quien trabajaba en ese empleo?

0 ❑ Negocio propio
1 ❑ El gobierno federal
2 ❑ El gobierno estatal
3 ❑ El gobierno local (e.j.,condado, ciudad)
4 ❑ Una organización sin fines de lucro
5 ❑ Una organización privada/con lucros (pero no propia)

Información para Localizarlo

15. Favor de anotar su dirección permanente y número telefónico.

Número y Calle (Incluya número de apartamento)	
Ciudad	
Estado	
Código Postal	
Número telefónico (Incluya código de area)	

Para lograr comunicarnos con usted en el futuro, necesitamos la dirección de sus padres o tutores (guardianes/encargados) y para un individuo más que pudiera decirnos cómo comunicarnos con usted entre dos a cuatro años.

16. Favor dé el nombre, dirección, número telefónico para su padre/madre (uno o ambos) o tutor (guardian/encargado).

Nombre(s)	
Número y Calle (Incluya el número del apartamento)	
Ciudad	
Estado	
Código Postal	
Número Telefónico (Incluya código del area)	
Parentesco	1 ❑ Ambos padres/tutores 2 ❑ Madre/tutora 3 ❑ Padre/tutor

17. Favor dé el nombre, dirección y número telefónico de alguien que no sea la persona notado arriba, quien sabrá siempre cómo comunicarse con usted.

Nombre	
Número y Calle (Incluya número del apartamento)	
Ciudad	
Estado	
Código Postal	
Número Telefónico (Incluya código del area)	

Parentesco

1 ❑ Madre/tutora	5 ❑ Otro pariente
2 ❑ Padre/tutor	6 ❑ Amigo(a)
3 ❑ Hermano(a)	7 ❑ Hijo(a)
4 ❑ Eposo(a)	8 ❑ Otro

18. ¿Cuál es su correo electrónicp (e-mail) ?
Anote su correo electrónico (e-mail)

GRACIAS POR SU PARTICIPACIÓN EN ESTE ESTUDIO DE TAN GRAN IMPORTANCIA

Favor devuelva el cuestionario completado dentro de 2 semanas en el sobre con franqueo incluso, o envíelo a:

Ms. Ruth Heuer
Education Surveys Program
Research Triangle Institute
P. O. Box 12194
Research Triangle Park, NC 27709

Reliability Reinterview

>R_INTRO<

Hello, my name is (interviewer name). I'm calling from Research Triangle Institute for the U.S. Department of Education. Recently, when you completed a telephone interview as part of the Beginning Postsecondary Students Longitudinal Study, you agreed to participate in a **brief** reinterview. I'd like to conduct the 5 or 10 minute reinterview now. You can stop at anytime.

Let's begin...

>R_STLENR<

If not still enrolled at end of the NPSAS year, goto R_LASTE.

[You said earlier that / When we talked to you in 1995, you said] you were enrolled at [last known school] in the 94-95 school year. Are you still enrolled there?

1 = YES
2 = NO

>R_TRNSFR<

Did you transfer from [last known school] to another school?

1 = YES
2 = NO

If 1, go to R_LFTMY.

>R_COMPLT<

Did you complete a program at [last known school]?

1 = YES
2 = NO

If 1, go to R_DEGREE.
Else go to R_LFTMY.

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>R_DEGREE<

Did you earn a degree or certificate
[for completing the program?/at [last known school]?]

1 = YES
2 = NO

If 1, go to R_DEGMY.
Else go to R_LFTMY.

>R_DEGMY<

When was it awarded?

MONTH (1-12):

YEAR (94-97):

Go to B_SUMMER

>R_LFTMY<

When did you leave [last known school]?

MONTH (1-12):

YEAR (94-97):

>R_SUMMR<

Were you enrolled for any of the summer sessions at
[last known school]?

1 = YES
2 = NO

>R_CNTENR<

Have you been continuously enrolled at [last known school], that is,
[not had any gaps in your enrollment that lasted a month or more/
not taken more than four months off from school since 1995?

1 = YES
2 = NO

If 1, go to R_FTPT.
Else go to R_LASTE.

>R_FTPT<

Have you been enrolled mainly as a full-time or part-time student?

1 = FULL-TIME ONLY
2 = PART-TIME ONLY
3 = MIX OF FULL-TIME AND PART-TIME

>R_LASTE<

If R_STENR=2, goto R_OTSCH1.

Have you enrolled at [last known school] since June, 1995?

1 = YES
2 = NO

>R_OTSCH1<

If not enrolled at multiple schools during NPSAS year, goto R_ENROTH.

When we talked to you in 1995, you were also enrolled at
[other school 1] and [other school 2].

Have you enrolled at [other school 1] since then?

1 = YES
2 = NO

>R_OTSCH2<

Have you enrolled at [other school 2] since then?

1 = YES
2 = NO

>R_ENROTH<

If R_STENR=2, goto R_S4UXCL.

Have you enrolled anywhere [since we last talked to you in 1995?/
else since 1995?]

1 = YES
2 = NO

>R_MARCHG<

DATE OF LAST INTERVIEW:

[When we talked to you in 1995, you said that you were/
You said earlier that as of July 1,1994, you were]
[single/married/separated/divorced/widowed].

Is your marital status still the same?

1 = YES
2 = NO

>R_MARR97<

What is your marital status now?

1 = SINGLE
2 = MARRIED
3 = SEPARATED
4 = DIVORCED
5 = WIDOWED

>R_DEPNUM<

DATE OF LAST INTERVIEW:

Earlier you said that, during the 94-95 school year, you
[had no/were providing at least half of the financial support for [X]] dependents.
How many dependents are you supporting right now? Only
include dependent children and adults. Do not include
[yourself or your spouse./yourself.]

**INCLUDE ONLY DEPENDENT CHILDREN AND ADULTS. DO NOT
C NT R OR R'S SPOUSE.**

RANGE (0-20):

>R_WRKAMT<

If not enrolled since the NPSAS year, go to R_MORLON.

Since 1995, how much of the time that **you've been enrolled in school** have you also been working? Would you say it's been...

0 = None of the time (0 PERCENT)
1 = Some of the time (UP TO 50 PERCENT)
2 = Most of the time (51-99 PERCENT)
3 = All of the time? (100 PERCENT)

>R_VACAMT<

Since 1995, how much of your **vacation time** (such as summers and holidays) have you spent working?
Would you say it's been...

0 = None of the time (0 PERCENT)
1 = Some of the time (UP TO 50 PERCENT)
2 = Most of the time (51-99 PERCENT)
3 = All of the time? (100 PERCENT)

>R_IMPTED<

How important has your job income been to financing your education?

1 = VERY IMPORTANT
2 = SOMEWHAT IMPORTANT
3 = NOT IMPORTANT

>R_ENRINC<

About how much money have you earned from **all** your jobs held during the [1994-95/1995-96/1996-97] school year? Please exclude your summer earnings from your estimate.

AMOUNT (Range $1 - $100,000):

>R_SMRINC<

How much did you earn from all the jobs you held during the summer of 1996?

ENTER 0 IF R DID NOT WORK THAT SUMMER

INCOME (Range $0 - $99,999):

>R_MORLON<

[Do you intend to borrow any more money to help pay for the rest of your education?/
Should you return to school in the future, would you need to borrow any more money to help pay for your education?/
Do you intend to borrow any money to help pay for your education?/
Should you return to school in the future, would you need to borrow any money to help pay for your education?]

1 = YES
2 = NO

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>R_PDLOAN<

If R holds no education loans, go to R_HOUSE.

Have you completely paid off any of your loans?

1 = YES
2 = NO

>R_REPAY<

Are you currently repaying any of your student loans?

1 = YES
2 = NO

>R_HOUSE<

INTERVIEWER: THIS STUDENT LIVES AT HOME DURING THE SCHOOL YEAR. COLLECT THE AMOUNT, IF ANY, THE R PAYS TO LIVE AT HOME, NOT THE AMOUNT PAID BY THE PARENT/GUARDIAN FOR MORTGAGE OR RENT.

How much is your monthly rent or mortgage payment
[while you're enrolled in school]?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

ENTER 0 IF R HAS NO HOUSING COSTS.

AMOUNT (Range: $0 - $9999):

>R_OTHLON<

About how much do you pay each month for installment loans,
such as for a VISA card, a store credit card, or a bank loan?

IF R DOESN'T KNOW, ASK R TO TRY TO ESTIMATE A MONTHLY PAYMENT. USE F3 ONLY IF R CANNOT MAKE AN ESTIMATE.

ENTER 0 IF R HAS NO INSTALLMENT LOANS.

AMOUNT (Range: $0 - $4999):

>R_WEB<

Do you have access to the Internet, or World Wide Web?

1 = YES
2 = NO

Appendix D
Data Elements

Appendix D
Final Data Elements

	Data Elements	Policy & Research Issues
(1)	First-time Beginner Status Enrolled at NPSAS institution between May 1,1995-April 30,1996? • Was this the first time enrolled in any postsecondary after high school? • Taking courses for credit, towards a degree, or for a specific occupation?	NPSAS nonrespondents Study eligibility
(2)	Additional/ missing background information when student began at NPSAS school Date of birth Gender Race/ethnicity Language spoken in the home Parental education level Parental job characteristics Type of high school diploma/GED Date of high school graduation/GED Citizenship when began at NPSAS school Marital status when began Number of dependents when began Parents provided more than half of annual support? Housing when began (on campus/off campus/with parents) Who paid the tuition? (parents/self/other) Educational purposes at NPSAS school: • Complete a certificate or degree (AA/BA) program • Take courses to transfer elsewhere • Gain job/occupational skills • Recreational courses/ self-improvement (no degree)	NPSAS nonrespondents Identify non-traditional students Establish dependency purpose/ degree objective

	Data Elements	Policy & Research Issues
(3)	Still enrolled at NPSAS institution? Yes, still enrolled at NPSAS institution No, enrolled elsewhere No, not enrolled anywhere	Persistence Retention
(4)	Enrollment history since 1995-6: Begin/end dates 1996-7 and status [full-time/part-time] Begin/end dates 1997-8 and status [full-time/part-time] Name/location of other schools attended (a) If not enrolled at NPSAS school: • Complete the program with certificate or degree? • Reasons for leaving if did not complete (b) If attended other schools: • Reasons for attending this school: (transfer/additional courses/summer school/co-enrollment) If intention was to transfer: • Did the school accept any transfer credits? • Change program or degree objective? • Complete the program with certificate or degree? • Reasons for leaving if did not complete If not a transfer, purpose of attending: (lower cost/unavailable courses/finish sooner) (c) If enrollment terms were not continuous: • Did you decide to take a break from school? • Reasons?	Persistence Transfers

	Data Elements	Policy & Research Issues
(5)	Current or last (if not enrolled) educational program and status: Type of degree program [certificate/AA/BA] Major/vocational program Attendance status [full-time/part-time] Class level [sophomore/junior] Grades Date expect to complete program at this institution If attending less than 4-year institution: • Intend to transfer to complete BA? If not enrolled: • Intend to return to complete a program? If completed: • Type of degree/certificate • Date received • Licensing exam taken • Licenses received	Persistence Labor market
(6)	Characteristics of Enrollment (current or last) Type of residence (dorm/fraternity/off campus/with parents) Parental support: tuition/room & board/allowances Working while enrolled: on-campus/off-campus Work-study, internship, or co-op? Job characteristics Number of hours per week Hourly/weekly earnings or unpaid? How is job related to studies or career? (able to apply what was learned/use tools, equipment, or skills learned/not related) Summer jobs: earnings Importance of earnings in financing education Any change in marital status or any dependents? If so, when? • Number in household • Any income other than yours? • Annual household income	Persistence Student work

	Data Elements	Policy & Research Issues
(7)	Non-traditional students (not beginning right after high school, married, or dependents)	Labor market Persistence
	(a) What did you do after high school?	
	(b) Reasons for beginning postsecondary in 1995-6	
	(c) If ever employed: • Number of jobs with different employers after high school • Work mostly full-time or part-time? • Ever unemployed?	
	(d) Last employment before starting postsecondary: • Job characteristics/duties • Number of hours per week • Hourly or weekly wages • Length of time in this job or position • Continued working at it while enrolled? • If yes, how many hours per week? • Consider yourself to be employee or student?	
	(e) Difficulties/problems attending school? (child care/scheduling/travel arrangements) • What could the school do to make it easier?	
	(f) Sources of support • Important of family/friends/school counselors	
	(g) Household/finances • Change in marital status or dependents? • Number in household • Any income other than yours? • Annual household income	
(8)	Financial Aid and Debt:	Persistence Debt
	Financial aid application data from CPS Received grants/scholarships?	

Data Elements	Policy & Research Issues

Received loans?

Intend to borrow more?

Expected monthly payments (if enrolled)

If not enrolled:

- If in repayment, what is monthly amount?
- Are parents helping to repay?
- Monthly earnings?
- Monthly housing costs?
- Car or other monthly installments?

(9) Employment status, if not enrolled: Labor market
Student work

First job after end of enrollment:

If YES:

- Number of hours per week
- Hourly/ weekly/ annual wages
- Job characteristics/duties
- Date when began this job or position
- Held this position or a similar job before attending school?
- If yes, continued working at it while enrolled?
- If yes, how many hours per week?
- If no, did the school help place you in a new job?
- How is job related to studies or career? (able to apply what was learned/use tools, equipment, or skills learned/not related)
- Did the education/training received help qualify you for a new job or better position than you had before?
- Received job placement assistance from school

Currently employed?

If NO:

- Looking for a job?
- Receiving unemployment insurance?
- Date last employed after leaving postsecondary
- Job search activities (job placement assistance from school)

Data Elements	Policy & Research Issues
(10)Learning experiences and outcomes	Persistence Labor market
Vocational program students (entire program): • Satisfaction with career preparation • Satisfaction with training to use tools/equipment • Satisfaction with counseling/placement services	
Academic program students (first year only): • Frequency (often/not often) of: Prepare for classes in advance Study or work on class projects with others Have classes taught by graduate students Have courses consisting only of lectures Required to write papers for courses Use the library for finding information Use a personal computer Prepare more than one day before most final exams Required to write essays as part of exams Received lower grades than expected	
(11) Expectations, goals, plans	Persistence Labor market
Plans for next year (school/work) Immediate educational goals Long term educational goals Graduate school plans Expected career plans	
(12) Locating information	Longitudinal survey needs

Appendix E
Training Agenda

BPS:96/98 FIELD TEST
FIELD AND TELEPHONE INTERVIEWER TRAINING AGENDA
RTI Project Number: 6739

Friday, 4/11/97, ***Field Interviewers Only***
Ragland GAMMA, 12:30 pm - 4:30 pm — 240 minutes

Topic 1	General Computer Training	240 minutes
(Norma Marti/ Joe Nofziger)	- Brief welcome - Overview and advantages of CAPI - CAPI Laptop Computer (hardware, equipment, software) - Caring for the Computer - Computer Components and Keyboard - Using the Computer - Cases CATI/CAPI Functions - PT&E and Reporting Procedures - Question and Answers	

DINNER ON YOUR OWN, THEN RETURN AT 6 FOR NIGHT SESSION

Friday, 4/11/97, ***Field and Telephone Interviewers***
Ragland GAMMA, 6:00 pm - 10:00 pm — 240 minutes

Topic 2	Welcome and Introduction to BPS:96/98	35 minutes
(Janice Kelly/ Dan Pratt)	- Background and purpose of BPS:96/98 - What data are used for - BPS project overview - Relationship to NPSAS:96 - What is a longitudinal study? - What is financial aid? - What is persistence and attainment?	
Topic 3	Overview of the Training Session	15 minutes
(Janice Kelly)	- Training agenda and rules	
Topic 4	Demonstration Interview	70 minutes
(J Kelly & TSU Asst) (CATI Programmer)		
BREAK		10 minutes
Topic 5	Confidentiality and Informed Consent	15 minutes
(Janice Kelly)	- Review Signed forms	
Topic 6	BPS Questionnaire	85 minutes
(Janice Kelly)	- Concept of Active Listening	
	Section A	
(Jennifer Wine)	- Review of Q x Q's	
(Janice Kelly)	- Review "user exits" screens	
(J Kelly & TSU Asst) (CATI Programmer)	- Small Group Mock #1 of Section	
(TSU Assistant)	*Production Sheet Discussion and Entry*	10 minutes

Saturday, 4/12/97, ***Field and Telephone Interviewers***
Ragland GAMMA, 9:00 am - 6:00 pm — 480 minutes

Topic 7	BPS Questionnaire (Continued)	
(Janice Kelly)	Sections B-E	
(Jennifer Wine)	- Review QxQ's	70 minutes
(Janice Kelly)	- Review User Exits	50 minutes
(J Kelly & TSU asst) (CATI Programmer)	- Small Group Mock #1 of Sections	50 minutes
BREAK		10 minutes
Topic 8 (Janice Kelly)	Practice User Exits in Questionnaire	60 minutes
LUNCH ON YOUR OWN		
Topic 9	BPS Questionnaire (Continued)	
(Janice Kelly)	Sections F-End of Questionnaire	
(Jennifer Wine)	- Review of QxQ's	70 minutes
(J Kelly & TSU Asst) (CATI Programmer)	- Small Group Mock #1 of Sections	50 minutes
BREAK		10 minutes
Topic 10 (Janice Kelly)	Explaining the Study and Obtaining Participation - Lead Letters - Question and Answer sheet	45 minutes
Topic 11 (Janice Kelly) (CATI Programmer)	BPS Front End Module Overview of Contacting/locating procedures - preloaded information - basic algorithms for calling each case - brief explanation of Fastdata role Intro to roster line concept (on data view) QxQ Review - introductory screens - utility screens Examples on Dataview Events and Status Codes	55 minutes
(TSU Assistant)	*Production Sheet Entry*	10 minutes

Sunday, 4/13/97, ***Field and Telephone Interviewers***
Ragland GAMMA, 1:00 pm - 10:00 pm — 480 minutes

Topic 12	BPS Front End Module (Continued)	45 minutes
(Janice Kelly)	Overview of Contacting/locating procedures	
(CATI Programmer)	- preloaded information	
	- basic algorithms for calling each case	
	- brief explanation of Fastdata role	
	Intro to roster line concept (on data view)	
	QxQ Review	
	- introductory screens	
	- utility screens	
	Examples on Dataview	
	Events and Status Codes	
Topic 13	Quality Control Measures	15 minutes
(Janice Kelly)	- Monitoring	
	- Reporting problems	
	- How to use the Electronic Problem Sheet	
	- Who to report what types of problems	
Topic 14	Small Group Mock #2 of BPS Questionnaire	70 minutes
(J Kelly & TSU Asst)		
BREAK		10 minutes
Topic 15	Practice User Exits in Questionnaire	30 minutes
(J Kelly)		
Topic 16	Small Group Mock #3 of BPS Questionnaire	70 minutes
(J Kelly & TSU Asst)		
LUNCH		
Topic 17	More User Exit Practice and Coding	50 minutes
(Janice Kelly)		
Topic 18	Practice Contacting/Locating/Interviewing	90 minutes
(J Kelly & TSU Asst)	- Small Group Mock #4 of entire BPS package	
BREAK		10 minutes
Topic 19	Practice Contacting/Locating/Interviewing	60 minutes
(J Kelly & TSU Asst)	- Small Group Mock #5 of entire BPS package	
Topic 20	Question and Answer Session	20 minutes
(Janice Kelly)		
(TSU Assistant)	*Production Sheet Entry*	10 minutes

Monday, 4/14/97, ***Field Interviewers Only***

Hill Conference Room 101, 9:00 am - 3:00 pm		300 minutes
Topic 21 (Norma Marti & Randy Keesling)	Field Contacting/Locating	90 minutes
Topic 22 (Norma Marti & Randy Keesling)	Practice Field Contacting/Locating	30 minutes
BREAK		10 minutes
Topic 23 (Norma Marti & Joe Nofziger)	Field Systems, E-mail, and Data Transmissions	60 minutes
Topic 24 (Norma Marti & Joe Nofziger)	Practice Field Systems, E-mail, and Data Transmissions	30 minutes
LUNCH		
Topic 25 (Norma Marti)	Field Administrative and Quality Control Procedures	30 minutes
Topic 26 (Norma Marti)	Case Assignments and Weekly Reporting Schedule	20 minutes
Topic 27 (Norma Marti)	Wrap-up and Question and Answer Session	20 minutes
Production Sheet Completion		10 minutes

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831 (ruth_harris@ed.gov)
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

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Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

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Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

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Number	Title	Contact
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40 (Nov.)	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
97-41 (Dec.)	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42 (Jan. 1998)	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-43 (Dec.)	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
97-44 (Dec.)	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01 (Jan.)	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02 (Jan.)	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-03 (Feb.)	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-04 (Feb.)	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

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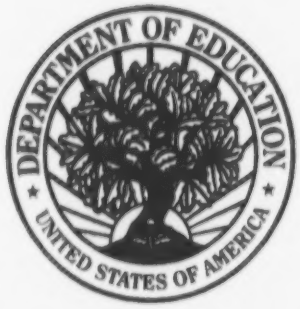
Number	Title	Contact
98-05 (Mar.)	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-06 (May)	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-07 (May)	Decennial Census School District Project Planning Report	Tai Phan
98-08 (July)	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-09 (Aug.)	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-10 (Aug.)	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
98-11 (Aug.)	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico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